THE JOURNAL OF EDUCATION

Volume 130 JANUARY, 1947 Number 1

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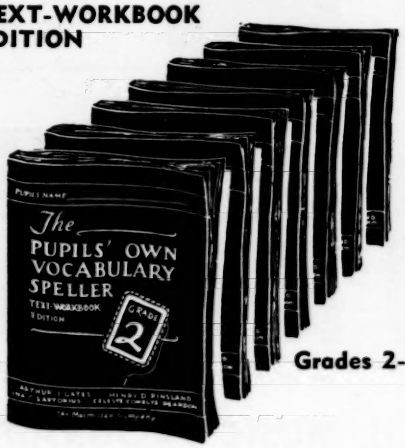

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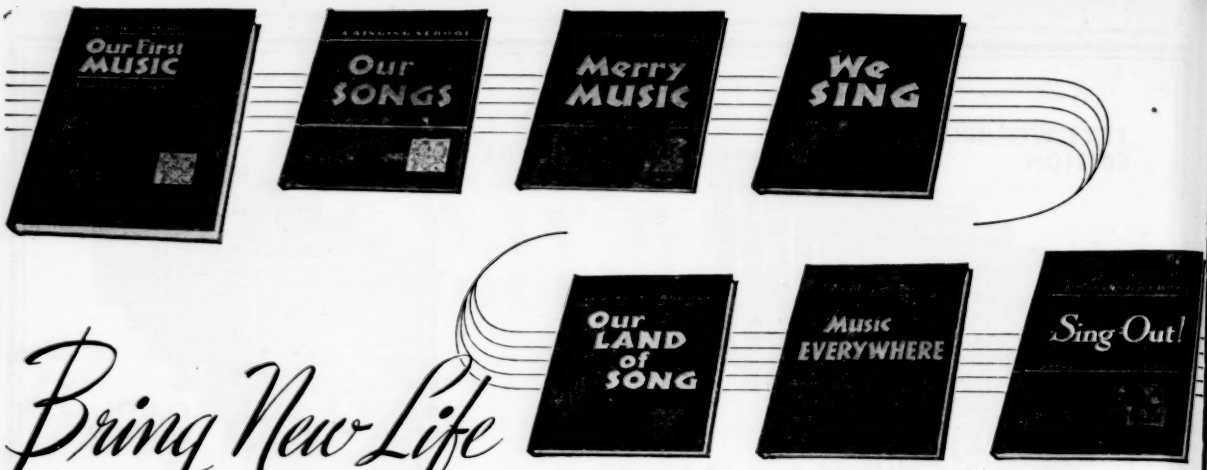

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The Journal of Education

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as we go to press . . .

Our mood is one of bewildered optimism. We somehow feel that 1947 will witness certain readjustments of things that have been waiting a long time for the repair man. The current year might even bring forth a series of peace treaties —perhaps a workable formula for ending wars. This would make 1947 the biggest year in history. We look for a gradual decline in the cost of living. A prominent retailer expressed it well the other day, when he declared, almost gleefully, "The sleighride is over." It was an uphill ride for many of us, incidentally. But there are signs conditions will become a bit more even.

We have a new Congress. Nobody knows what it will really accomplish. Will it reduce the threat of swashbuckling labor leaders like Mr. Lewis? Will it cut down taxes and also balance the budget?

Will the teaching profession win greater appreciation, expressed in higher salaries, less irksome controls?

In short—will all of us make a new start toward better Human Relations? That's the chief question mark of the year ahead. To your JOURNAL editor, it looms so large he has decided to give much consideration to answering it in the months to come. Next month in particular—our February Number will be dedicated to this business of Human Relations. What progress has been made so far? What more can be hoped for? What can you and I do, right where we are, to oil the bearings, decrease the frictions, increase the mutual respect and understanding, the amount of good will this foolish world so direly needs? We shall bring you a lot of practical ideas, much truly constructive material by competent writers. To promise this for February is not to say the January issue now in your hands is less worthy of attention. Its contents have a different unity, no doubt—the unity we try to give each and every issue of this magazine. It's all about Better Education, what it is, how it is produced, what each one of us can do about making it "take" — this year and every year.

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TEXTBOOKS IN REVIEW

Preface to Critical Reading

If the college graduate swallows at a gulp everything he reads or hears, he has failed to cut those wisdom teeth his years of higher study are supposed to develop at the orifice of mental intake. So why not a course for freshmen or sophomores in molarization of the fodder? Well, here it comes. Its conveyor, as usual, is a book.

A Preface to Critical Reading takes the student below the surface and behind the scenes, teaching him to hear the subtler intimations of the spoken or written expression. A word, a phrase, or a statement may connote more than meets the ear. Diction may give clues to time or place or circumstance. Sentences that are clear enough may fail for a want of rhythm. Some monster of false logic may be lurking behind a seemingly innocent assertion. One must watch out for supersalesmen with their tricky ways; writers with an axe to grind; radio hucksters. Finally, there is the matter of literary tone. Here one may go beyond one's depth, but how else learn to swim?

A course of this character can make students critical not only of what they read or listen to, but also of what they themselves write and say. A book that makes detectives of its students gives them a sense of pride in their alertness. Naturally they won't wish to be as stupid in their own expressioon as are people they have learned to criticize. Altogether a lively and constructive course should be the one built around this so called preface.

PREFACE TO CRITICAL READING, Richard D. Hicks. Henry-Holt and Co., New York. $1.60.

Diagnostic And Remedial Teaching

In the good old days that were not so good, a high school pupil who couldn't do the work was branded lazy or impossible and had little choice but to drop out. Today we recognize the existence of specific difficulties which can often be overcome by special treatment. Yet the art of detecting a pupil's handicap and then helping him to remove or reduce it, is one which few teachers have acquired. Might not a book be written to assist the teachers who have more or less of this therapeutical work to do?

Such a book is here. It is *Diagnostic and Remedial Teaching in the Secondary School.* It takes up reading, arithmetic, spelling, handwriting and English. While the book is not large, it has room to handle each of these potential trouble spots with surprising fulness. How to discover the cause, both with tests and personal study; and how to enlist the pupil's interest in his own improvement—these are the two main quests of the author. Numerous games and devices are suggested. One reads brief accounts of what certain schools are doing. There are ample lists of books that have proved interesting to slow readers. A score of hints are given on the rescue of poor spellers. And so it goes with those other old swimming holes in which so many used to drown and, alas, so many still do.

DIAGNOSTIC AND REMEDIAL TEACHING, Glenn M. Blair. Macmillan Company, New York. $3.25.

Yankee Teacher

The man of parts who devotes himself to education at every vantage point he can reach, seldom provides very electrifying material for biographers. This may explain why no adequate life of William T. Harris has been available during the thirty-seven years since his death. Harris was one of America's greatest educators and thinkers. His influence, spread through classroom, administrative office, writings, lectures and philosophical societies, extended throughout our own and foreign lands. For years he was one of the most frequently heard speakers on platforms of the National Education Association, and his acceptance of that organization's presidency in 1875 lent distinction to the profession. His seventeen years as U. S. Commissioner of Education greatly enhanced the prestige of that important office. His mind went to the roots of things. He saw each problem in relation to the ideas of great men from Socrates to Hegel, Kant and William James. He interpreted Goethe and Dante to whoever wished to listen.

His crowning achievement was the editorial oversight of the New International Webster's Dictionary when the Merriams brought out their most monumental revision in 1910. Many definitions of philosophical terms which Dr. Harris wrote for that edition are still current.

Yankee Teacher is a detailed chronicle of this educator's varied activities from his childhood in Connecticut to his comfortable retirement on a Carnegie pension.

YANKEE TEACHER, Kurt F. Heidecker, Philosophical Library, New York. $7.50.

American Government

Famous for early revision, *American Government* for 1947 is fresh off the press, and ready to supply high school seniors with facts and ideas that may accompany them through life. The author has a firm belief in the American system of government that should fortify the learner against systems that deny democratic principles. The book is a comprehensive civics text, from the federal government in all its branches to the administration of counties, cities and villages.

The uptodating material includes the atomic bomb's effectiveness as a weapon and its implications for peace; the progress of the United Nations; the problem of world organization and the sacrifice of sovereignty; the functioning of the United Nations; the Congressional Reorganization Act of 1946—in fact, the information needed to link civics with today's news.

AMERICAN GOVERNMENT 1947, Frank A. Magruder. Allyn and Bacon, Boston.

Integrating High School and College

Educational prophets began a generation or more ago to foresee a simplification of the somewhat scrambled schools known as elementary, junior and senior high schools and junior colleges. The new pattern, they believed, would comprise but three types of institution, elementary school, high school and college — briefly, a 6-4-4 arrangement.

Integrating High School and College by Leonard V. Koos of the University of Chicago is a study of school systems having the 6-4-4 plan, or perhaps one should say a study of the opinions expressed by administrators who have observed and experimented under the new setup. The great majority of

them like it. They find it enables the high school to do a better job than the three-year junior high could do. They point to economy in such matters as plant, equipment and administration. The fact that teachers in the four-year upper school or college have classes at different levels makes for closer coordination. Faculty members in both the upper schools tend to be of higher quality. Above all, the breakup into units of two or three years, which are too short for satisfactory molding of study habits and citizenship traits, as well as for effective guidance, is avoided. Of course the hope of the pioneers and long-range planners is that the new college will have the same vogue the high school has had in recent years and will send out half our young people with two more years of schooling than their older brothers and sisters received.

INTEGRATING HIGH SCHOOL AND COLLEGE, Leonard V. Koos. Harper and Brothers, New York. $3.00.

Speech for the Classroom Teacher

Teachers responsible for the improvement of oral English—and we might ask which teachers are not—will be interested in this new text, *Speech for the Classroom Teacher*. It goes into all aspects of the subject, from a study of speech organs, speech pathology, and analysis of sounds, to putting on a play, a debate or a radio program. Any topic that may not be fully covered for want of space can be pursued in other books suggested in the liberal bibliographies.

American speech has been influenced by immigration, by careless habits, by regional deviations, and more recently by what the author calls the "reasonably good" standards of the radio. No doubt the effects of radio diction are, on the whole, beneficial. But there is endless work to be done in the classrooms, through instruction, through drill, and through example. The prospective teacher should be taught the art of speaking in pleasant tones, with clear articulation, and should be required to speak effectively, no matter what may be the subject field he or she will teach in. Hence the importance of such a text as *Speech for the Classroom Teacher* as the core of a prescribed course in every teacher training institution.

SPEECH FOR CLASSROOM TEACHER, Mulgrave. Prentice-Hall, New York.

Fairies and Suchlike

This is a little book of verse for children. It is charmingly illustrated by Decie Merwin and the poems themselves have rollicking rhythm and plenty of word magic. Not fairy stories but short glimpses of the elves and spirits seen by poets under every leaf and snowdrop.

FAIRIES AND SUCHLIKE, Ivy O. Eastwich. E. P. Dutton and Company, New York. $1.50.

One World in the Making

How the nations have sought to forestall further wars and work together for the advancement of mankind everywhere is set forth by William G. Carr in *One World in the Making*. In format resembling a smallish stamp album, the book consists of three parts. Part I describes in simple terms the purposes and provisions of the United Nations, tracing its historic background and showing what its various departments or organs are expected to do. This part by itself gives a reasonably complete picture.

Part II presents the UN Charter in full, with notes and underlinings. Part III contains other explanatory material. Spotted with cartoon drawings, here-it-happened maps and photographs and having its own unconventional makeup throughout, this manual enables any young person or adult to understand the machinery so far designed for saving civilization. The daily bulletins from the General Assembly and the Security Council tell how that machinery is being abused as well as used.

ONE WORLD IN THE MAKING, William G. Carr. Ginn and Co., Boston.

Homeroom Guidance

Because some wise teachers sensed the grand opportunities afforded them by having to hold down roomfuls of more or less non-students during a so-called study period, we can now have a book of complete instruction on *Home Room Guidance*. Instead of every teacher for himself, there can now be a home room committee of the whole school, which largely charts the objectives to be sought and the means to be used for reaching them. A home room meeting, taking one period a week, is recommended. Not a time to study lessons or run off to library, coatroom or a rehearsal, you understand, nor yet an occasion for carrying out the details of some task dictated by the school office. Not at all. This is the time the pupils cultivate the art of getting along together, learn how to conduct a meeting or an election; discuss problems of the school, the home or the community; get their manners planned down a bit; participate in programs and demonstrations carefully planned to help them get the right slant on life and the right grip on themselves, educationally, vocationally and socially. The newly created handbook gives full directions for setting up the program and separate chapters on each of the goals, telling what plans have been tried successfully in certain schools. *Home Room Guidance* contains ideas that can be copied, but it will prove most useful if it spurs a school to develop procedures of its own—with pupils helping plan and execute.

HOME ROOM GUIDANCE, Harry C. McKown. McGraw-Hill Book Company, New York. $3.75.

Language Skills

Books for grades 7, 8 and 9 have come from the press. Three more for grades 10 to 12 are promised. The series called *Language Skills* thus gets under way. All its writers—and they vary somewhat from book to book—are high school teachers, working independently but in full accord.

The principle of presenting a situation which shows the need for a certain skill before trying to develop that skill has been followed, as in all good English courses of late. The test of whether this has been achieved is in the creative imagination that a given text shows in offering ideas that click with the pupils' experience and interests. In this *Language Skills* would appear to measure up well. The projected course consists of about two-fifths oral and written composition. The customary range of skills is interwoven with applications to speech and writing situations. Grammar is not rubbed in for its own sake, but some fifty of its most essential rules and concepts are given.

The series may not be a grammarian's delight, but bids fair to help the human sort of teacher challenge his students to their best endeavors—perhaps proving to themselves that English can be a most practical subject.

LANGUAGE SKILLS 7, 8 and 9—Teuscher, Chapman and Cauley. Harcourt, Brace and Company, New York. $1.40, $1.44, $1.48.

Editorials

Illiteracy Is No Economy

A teacher whose home is in New Jersey tells of a conversation she had on a plane flying southward. Her chance companion was bound for Louisiana, where he owned a lumber mill. He said he had built his mill there because of the lower wages and lower taxes. But he soon found his actual cost of milling lumber was higher than it would have been in the North. His workers were poorly educated. Many of them were illiterate. They could not follow instructions. They made mistakes. Sanitary conditions were bad, and employees were often absent on account of illness.

What did this mill owner do? He helped start schools and a health unit. Now he makes a fair profit and the people around his mill live better than before.

Education is a good investment, not only for the student who invests his time in study, but for the business man who invests his money in more and better schools for his community.

Not In the Appendix

Some of the newer mathematics books include half the answers, leaving the rest to be worked out and verified by the student.

At first thought, we might say that this is the way things are in life outside the schoolroom, since about half the answers to life's problems can be found in books, in common precepts, or in the opinions we can buy from experts. As for the remainder—well, the difference between life and the textbook is that some of life's problems have missing parts; too few or too many facts. Their solution involves either a long scientific search or a heap of guesswork.

Consider two of the most urgent problems of a public nature confronting this nation today.

How can disastrous work stoppages be prevented without taking away the essential freedoms of the worker? The advent of mass production has brought the need for collective bargaining. This implies unionization and the right to quit the job. Where and how can the line be drawn between strikes that can be tolerated and those that cannot be tolerated? Suppose we set up compulsory arbitration for certain critical industries—what then? What if the workers in those industries refuse to accept arbitration and insist on staying away?

Some one is always raising his hand and snapping his fingers. He thinks he has the correct answer. But has he? The only way to tell seems to be by trial and error.

How to get along with Soviet Russia is the problem on the international stage that has no printed answer any one may be sure is correct.

Does education provide the answers? Not ready made answers, surely. Try putting a dozen of the most learned professors around a table and holding them there until they stop arguing and arrive at an agreement. Their chairs at the universities would be empty for a long, long time.

The best that education can do is to prepare future leaders and to some extent their followers to apply sound principles and clear thinking to whatever important problem they may have to meet.

Class discussion of a problem may help to sharpen thought. But no amount of such discussion can possibly anticipate more than a small fraction of the actual problems life will bring.

The toughest problem whose answer is under the hat of some clever mathematician, is tiddly winks compared with many a problem the individual and society run into daily.

Sprechen-Sie Chinese?

Modern language classrooms in many of our colleges might well have signs tacked on their doors: "Alterations Going on Inside." It's all a result of two things. First, the methods adopted by our armed forces for teaching foreign lingo in a hurry. Second, the presence on today's campuses of thousands of veterans, impatient of slow learning and convinced that the army-navy way had merit.

Methods that are being tested under varying conditions in dozens of colleges, include greater emphasis on oral work and less on literature and formal grammar; more hours per week, in some cases up to ten, instead of three; the use of phonograph records and foreign films; employment of teachers who can really speak the languages they teach.

The language departments also show a tendency to offer Russian, Chinese, Portuguese and greater amounts of German and Italian. Probably there are more places where one may study Japanese than in pre-war days. If not, there ought to be.

It is too early to say that the present changes constitute a revolution in modern language programs. Old habits are strong and old techniques may return. In fact, the study of languages as an approach to foreign literatures continues side by side with the linguistic courses in most institutions.

What we hope will not be lost is the freshly awakened zest for learning to converse in some other tongue than English. We Americans have too long been satisfied with our none-too-perfect mastery of English alone, while educated persons in other lands have considered one or more languages besides their own a necessary acquisition.

World unity can be approached from many different angles. Learning one another's languages to the extent of being able to talk and write letters and read newspapers is an excellent approach. Hence the rising tide of interest in foreign languages in the United States, whether in colleges or in high schools, should be encouraged and capitalized.

A Japanese Fan

Word came from Tokio the other day that a thousand Japanese students crowded an auditorium to hear the first intercollegiate debate ever held in the English language in Japan. The topic was a large one: "Education, Democracy and World Peace." Nineteen speakers waxed eloquent over the concepts of human dignity that General MacArthur is trying to instill into the minds of these Orientals.

One young man rose to this point: "Because of Christianity, life in America is generous, modest, beautiful, serene and filled with love."

He must have been here on a visit. He could not have gained that impression from our newspapers.

Seriously, however,—might not a Japanese receive a fairly good impression of the American character from the humane and liberal treatment given a conquered enemy—not in every detail by every American military man in the islands, but by intention, as a matter of official policy?

The statement of our Japanese admirer provides us with something to live up to. Or to love up to, if you prefer.

Teachers' Standards

Teachers have some justification for complaining of the restrictions put upon their conduct out of school by the employing public in certain instances. We hear an ever increasing volume of such complaints from individual teachers and from teachers' organizations. No doubt we shall continue to report these protests against the injustices of a double standard.

There is another side, however. The educational process represents society's effort to gain higher ground. The only way this can be done is through the selection of superior persons to administer and conduct the schools.

Any one who enters the career of teaching thereby engages to help make the community a more enlightened, more civilized place to live in. An individual whose standards of conduct are merely average or below ought never to choose the role of teacher.

A teacher's example must be consistent with his teaching or his sincerity will be questioned and his influence be ineffectual or actually negative.

Teachers have their rights, and when these are violated by some senseless prohibition, resistance is justified. None of us wants to have suitable candidates turned aside from teaching because they fear the cramping of their lives.

But teaching is an honor and a privilege. It is a profession, not a business. What we should like very much to see is a realization on the part of all teachers, not that they must reluctantly accept a code of behaviour that is different from that generally followed, but that they voluntarily proceed to do what is intelligent and right.

Teachers should not wait for standards to be set for them by other people. They can set their own.

Please, Gentlemen, We Didn't

If a man steps on your feet and says he is sorry, and then you say it's all right and your feet shouldn't have been in the way, you have a fine feeling that you have been magnanimous.

Now a lot of high-minded persons, including many clergymen and other spreaders of light, are pleased to tell any of us who happen within earshot that we are all guilty whenever something goes wrong in the world. It may be a world war that our nation has been dragged into simply to prevent its own destruction or that of certain neighbors whose survival we think important. We are told that the war need never have occurred if we had been peaceful and good.

In the same manner we are guilty of John L. Lewis.

Isn't it about time we protested against these wholesale indictments, these charges of guilt in matters whose causes go far back in history or grew up in places we never even visited?

No doubt there is some parallel between certain major tragedies and the smaller affairs engaging our daily attention, and we may need to watch our feet, lest they tread or be trodden upon.

But our self-appointed prosecutors who like to make us squirm in our seats because it is easier than inspiring us, deserve to be reminded that civilization is still in its infancy, that it develops unevenly, and that it will not do better until it knows better—which some of it does know and the greater part does not.

In school or out, we all object to being blamed for what we had no part in—even though we did plenty of other things that no one caught us at.

GUIDANCE WHILE TEACHING

RUTH STRANG
Teachers College
Columbia University

LET us first get a few glimpses of teachers who guide as they teach.

Flash 1

A rural teacher was able to observe the social and emotional as well as the intellectual development of each child day by day. Her record ran somewhat like this:

First day: Jimmy sat in the back of the room all day. He would not say a word; he took no interest in the pet rabbit or any of the other things in the room.

Sept. 29: Jimmy spoke for the first time. He asked the teacher to get a hammer for him. He wanted to help make a bookcase out of a packing box. He also asked what time the bus left.

Sept. 30: When Jimmy came in, he saw the hammer and said, "There's the hammer. Oh boy!"

Oct. 7: When the class were trying to name ten animals that destroy farm products or woodland, Jimmy said, "There are animals that gnaw the bark of trees. Porcupines do, I know."

Oct. 10: Jimmy again contributed to the discussion by giving a good reason why the pupil announcer in their simulated radio program should talk more distinctly.

Oct. 14: Jimmy stopped after class to talk to the teacher. He asked if she lived on a farm and what kind of animals she had. Then he told her a little about his own home and the farm he lived on.

This teacher noticed immediately the extreme shyness of this rural child and provided experiences he needed. The carpentry work evoked his first comment to the teacher; the class discussio s about interesting projects on which he had firsthand information encouraged him to contribute; the friendly, accepting attitude of the teacher made him want to talk with her.

Flash 2

A sixth-grade teacher gained understanding of the pupils in her class by reading their compositions on such subjects as "Why I came to school today" and "What I should like to be when I grow up." The first question elicited an astonishing number of different reasons, ranging from "I came to school because my mother made me" to "I came to school because school is fun." The second question gave the teacher indications of the pupils' persistent interests and satisfactions. To be sure, these early statements of vocational choice are not conclusive; they do not mean that a child should begin at once to prepare for a particular vocation. It has been found, however, that later job satisfaction is related to long-standing and persistent interest in a vocational field. And the teacher can use composition to reinforce interests that, from all the information available, seem most appropriate for an individual pupil. The following are two of the compositions written by pupils in this sixth grade:

Boy: "I will be a farmer because then I will get more outdoor air. And because I like to work around farm animals and take care of the gardens. And I like to live in the country and all the other reasons."

Girl: "I would like to be a school teacher when I grow up because I have always loved little children. If you are a school teacher you need a lot of education. With a lot of education you would be able to get along better in life.

"I would also like to be a nurse because I like to take care of people when they are sick. It always makes me happy when I am taking care of sick people.

"I would like to run a boarding house for children. Ever since early childhood I have loved babies and little children. If I could not be any one of these I would settle down and raise a family."

A chronological arrangement of a child's compositions on subjects like those above, will show his progress in writing, spelling, drawing, grammar, composition, and handwork, as well as trends in his social and emotional development and changes in his interest.

Flash 3

A junior high school teacher built self-esteem as he taught social studies. His constant sensitivity to individual pupils in his class improved rather than interfered with his teaching of the subject. It made his teaching more personal and therefore more interesting. For example, instead of saying, "Let us now discuss such and such a question," he more often said something like this, "A few minutes ago Arthur made an important point that we should discuss further." That was a "build-up" for Arthur and also a good way of founding the discussion solidly on points the class had previously made.

Throughout every period the teacher who understands the individual pupils in his class unobtrusively meets their needs for approval, for a sense of belonging, and for a feeling of accomplishment. In his class he shows consideration for others and a desire to understand them. He constantly demonstrates the process of crit-

ical thinking and the scientific method of attacking personal as well as social problems.

Flash 4

In a short interview a senior high school teacher-counselor came to understand sixteen-year-old Jane and helped her to find a way out of failure. The following are excerpts from this interview:

Counselor: Come in, Jane, and have a chair. Miss Smith tells me that you've been having difficulty with math, and I thought maybe I could help you get things straightened out. What seems to be the trouble?

Jane (in a low voice): I just can't understand it, Miss M——. All the others in the class get it all right and I try. (Voice rising hysterically.) I really try. But I just can't understand math. I can't.

C. Well, that's nothing unusual. If you've done your best, there's no disgrace in failing.

J. But my father — (Weeps silently.)

C. What about your father, Jane? Does he scold you because you don't do better in math?

J. (Indignantly: There's evidently great love and understanding between these two.) Oh, no, no! But he's in the Army, and he uses math a lot, and he keeps telling me how important it is, and—and I don't want to let him down.

C. Yes, math is important in some vocations. What kind of work does your father do?

J. He's doing special work at the camp. He had a filling station before the war. He's going to send me to college. There wasn't money enough to send Eleanor (an older sister), but he wants me to go. And I keep thinking, "If I should fail!" All the girls I go with are in the accelerated group, and they're smart. (Sobs convulsively.) And I keep thinking, "If I should fail!" All night long I think about it—suppose I can't get into college.

C. Have you thought of any way out?

J. No, my thoughts go around and around in circles and never lead anywhere.

C. What do you think of this idea, Jane? Suppose we shift you into an ordinary math group? Those classes do not move so rapidly as the accelerated group, and there would be more chance for you to ask questions.

J. (Eagerly) Oh, could you, Miss M——? Could you?

C. I'm sure we can arrange it. We'll try to, anyway. Stop in to see me before you leave today, and I'll let you know what luck I have had in shifting your classes . . .

Two weeks later Jane stopped by the counselor's office.

C. Jane, I was thinking about you this morning and wondering how you are making out in your new class. How are things going?

J. Fine! Just fine! They go more slowly in that class, and I really understand it now. I think I'm doing all right.

C. Well, that's splendid, Jane. Suppose you bring me your report card when you get it, just so that we can check on your standing.

Jane's new math teacher later told the counselor that Jane was "one of the best in the class."

The first interview was far from ideal, but apparently it gave Jane the help she needed in her confused and discouraged state.*

In talking with pupils or parents the teacher will improve the quality of his interviews if he:

1. listens—most of the time.
2. tries very hard to understand how the pupil or parent is thinking and feeling.
3. accepts him as he is—does not argue, criticize, or otherwise arouse antagonism.
4. reflects or mirrors certain significant things the pupil or parent says, so that the latter will take another look at them.
5. raises questions occasionally, but only when they are needed to help the pupil or parent clarify or explore some aspect of the situation that has not occurred to him.
6. interprets, when the pupil or parent is ready for interpretation.
7. helps the pupil or parent work out a simple, satisfactory plan of action.

*For other interviews of this kind, see Ruth Strang, *Educational Guidance: Its Principles and Practice*, pp. 118-175. New York: The Macmillan Company, 1947.

Now we can generalize:

The gifted teacher guides as he teaches. While the pupils are learning about the world in which they live, the teacher is learning about the individuals in his class. He uses this understanding to provide the experiences they need.

This process we call development guidance. Its aim is to help every child grow in his own best way. This aim is accomplished by helping every child to discover and develop his potentialities so that he will make the best of himself for his own sake and for the welfare of others.

The teacher is the key person in developmental guidance. He is the counselor for the pupils in his class and uses all the guidance resources in the school and the community for their best development. He works along four main lines: (1) understanding the individual pupils, (2) providing experiences and helping each to choose the experiences he needs, (3) guiding pupils in their daily activities, and (4) maintaining friendly interest long after they have left his class.

How we teach is fully as important as what we teach. All is lost if we teach health, for example, in such a way as to make of it what one child called, "only a nagging convention." The teacher should make lovable those things that the pupils ought to love. He should guide while he teaches.

XUM

MORALE IS A WONDERFUL THING

IVAH GREEN
Rural Supervisor
Iowa Department of Public Education

EVERYONE knows what 'morale' means in war time. But peace-time morale is something else again. And feminine morale is something even more so. It is a temperamental sort of thing; affected by weather, change of season, by raise in salary, by no raise in salary, by lack of sleep, by too much sleep, ad infinitum. You probably get the point.

Take some of us for example. It is a February morning and we are moving along in our usual orbit of work, fairly serene. We have balanced the budget for the month sufficiently to enable us to provide for room rent and groceries, portions of three doctor bills, and a new book. The night before we have given our three-year-old wardrobe the once-over and have decided it will do until summer. The old coat doesn't look too bad. Our dresses will stand another dry cleaning. It's too early to buy a straw hat so the old felt must do a little longer. Shoes need only new heels and a shine. The old handbag is pretty frayed, but it will do until spring. Another month and we'll be over the hump on the bills and can begin saving for furniture for that apartment we have an option on. Everything is quite all right. Our morale is high, you understand.

We open our mail and here is a letter inviting us to come to St. Louis next month to appear on a national convention program. The blood begins to pound in the heretofore quiet arteries. Breathing is on the double quick. Of course we must go. This is an honor, a chance in a lifetime, perhaps. We write our acceptance. We inquire about hotel reservations. And only then, honest, do we start taking account of what we shall wear. It is not a question of "The new? the blue? or the one we wore last?" There is no new.

We take stock. Wear that old coat? Simply out of the question. It's disgustingly shabby and years out of style. There isn't a single dress we'd be caught dead in. And we certainly aren't going to St. Louis in that old felt. Besides, February is the time to buy a new straw hat. We were planning to get one anyhow. Our shoes are badly scuffed, and the handbag is literally falling to pieces. And we really should get a new foundation garment before we try on new dresses.

We tell our best friend of the honor accorded us, and add, "I suppose I should get a new dress."

"Oh, definitely," says she, "you positively must have a whole new outfit. You need it, you know, for your morale."

That's it! We need not only a new coat and hat. We need a whole new outfit. Not so much for our selves or for our audience at the convention, but for our morale.

So, with the issue once clear, we begin to balance the budget all over again. If we eat breakfast in our room for a week we can save a dollar. The dentist bill can wait another month—it is such a fresh account. Our hair-do can go another week. We can darn those stockings once more if we're careful. And we'll just have to borrow back that ten we put away for the furniture. Furniture can wait. The convention won't. Our morale is already beginning to improve, you see, just thinking about things. And we feel even better as soon as we begin window shopping. It's a funny thing about morale.

Sometimes we get a little mixed up on the words "economy" and "luxury" and the way they affect morale. We know that we say often, "It is an economy to buy this right now." And we are not amused at some man's definition of economy, —"Anything that a woman wants to buy." We are very economical at all times unless it concerns our morale, which is a very important thing. Maybe a stage show comes to town. Seats are pretty high-priced but we really want to see the performance. If we discover that our morale has slipped way down, and we owe it to ourselves to buy a ticket, we do, and people understand why, when we say, "I just had to go,—for my morale, you know."

It is a terrible thing to have our morale sink as low as it does when we hear our defects pointed out over the radio. We learn we have dandruff, scaly skin, crow's feet and pimples,—to list only the less awful things. And one can hardly blame us if we go to a beauty parlor for a complete toning up. We come out looking almost beautiful and with our morale entirely restored. There is just one drawback,—it always seems that the higher our morale goes, the lower goes the bank account. But after all, what is a little matter of money where one's morale is at stake?

Catty persons may say we use the term "morale" as an excuse

to get something we want but really don't need. We rightly ignore such remarks,—who are they to decide what we need? But if we did use that excuse, it is just as legitimate as it is for those ladies to use their husbands as an excuse for doing or not doing something. "I would just love to help out, but my husband doesn't like to have me be away evenings" etc. We without spouses have a right to substitute morale for husband if we like.

We are sometimes told, also, that we make luxury too necessary. People say to us, "Luxury to you is that which automatically becomes a necessity when you find you can make the first down payment on it." Now we are not ones to quibble or split hairs. We are only trying to show that in procuring a necessity, our morale is just naturally lifted.

We don't know who invented 'morale' but we are glad someone did. It would be a weary world for us women otherwise. Morale *is* a wonderful thing.

THE SCHOOLS AND FIRE PROTECTION

F. ARTHUR HALL
Secretary, Fire Prevention Institute
New York City

SINCE 1937, fire has cost the United States more money and more lives each succeeding year. The annual losses in money alone should be enough to give us pause, but what is even more frightening is the way the fire-loss rate jumps each year. From 1943 to 1944, it went up 17 per cent. From 1944 to 1945, it went up 10 per cent. For the first five months of 1946, it is up 27 per cent over the corresponding period last year. If this rate of increase continues, fire will cost the country 600,000,000 million for this year alone—more than twice the cost in 1940!

One of the most important forces available to combat the growing menace of fire is our educational system. Fire officials are agreed that fire safety education is nowhere more effective than in schools. High schools are especially valuable because many of the courses offer opportunities to teach fire education.

Like every part of the school system, high schools have done yeoman work in fire prevention education. Observance of Fire Prevention Week, cooperation with local fire departments in Junior fire fighting organizations, and such in-school education as in fire drill are but three examples of school's participation in fire safety instruction.

The alarming increase in fires, however, makes it imperative that all possible means of fire prevention indoctrination be utilized. High school courses, as was pointed out above, are among the most fruitful means we possess, for many of the subjects taught can be directly related to fire prevention and fire protection.

Domestic Science is one example. What better place is there to teach future housewives the fire hazards common to all homes?

Such instruction need not be too heavy a drain on the time allotted for the course. One fire department official suggested that one class period a month ought to be very effective in awakening girls to the ever-present danger of fire in the home.

This program might well start with an illustrated lecture based on statistics of fire causes. Figures showing the percentages of various fire hazards in homes can be obtained from the National Fire Protection Association (60 Batterymarch Street, Boston 10, Massachusetts). These will give students a knowledge of the overall causes of home fires. This overall knowledge can be intensified and pointed up by specific figures (obtained from your local fire department) showing the causes of home fires in your own particular locality.

By such a method, the need for fire prevention can be effectively dramatized and a foundation laid for subsequent practical instruction.

One assistant fire chief suggests that before a fire prevention class period starts, a hot iron be placed on an ironing board. The resulting object lesson will heavily underscore the necessity for care in the use of irons and other household equipment.

Other practical demonstrations can be incorporated into domestic science instruction. The proper use of approved fire extinguishers on various kinds of kitchen fires will be valuable training for future housewives.

Another suggestion by a fire prevention official is that a model of a house be constructed in carpentry classes and used to point out the danger of smoke and how it can be avoided.

Chemistry is another course in which fire education can be easily incorporated into regular instruction. The demonstration of various types of fire extinguishers on small fires will serve two purposes: it will show graphically the practical, industrial application of chemistry; and it will teach actual operation of first-aid fire fighting appliances.

Carpentry and machine shop

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classes can also be utilized as valuable means for furthering fire safety education. The special hazards affecting these types of activity can be pointed out by using the same method outlined for dramatizing fire causes in the home to domestic science students.

The danger of spontaneous combustion in oily rags, and the need for proper storage of paints and solvents are examples of practical instruction in these classes. The proper use of fire extinguishers should also be taught to carpentry and metal working students, because they will come in contact with different kinds of fires, each of which requires the correct type of extinguisher.

The above suggestions do not comprise a full scale program. They are offered to indicate a trend in fire safety education toward intensifying present instruction in fire prevention and protection. Other applications of this principle will suggest themselves spontaneously.

The first step in setting up such a program is to consult the chief of your local fire department. He will be able to suggest further examples for fire training and will undoubtedly be glad to lend his assistance in arranging practical demonstrations. In some localities, uniformed members of the fire department give nearly all the instruction in fire safety.

Additional information helpful for such a program can be obtained from the National Board of Fire Underwriters (85 John Street, New York 7, N. Y.) or from the Fire Protection Institute (670 5th Ave., New York 19, N. Y.).

A project based on the lines indicated above will not take much time from the classes into which it is incorporated. It will, however, be another potent weapon in the nation's war against fire. Because this war does not have a Pearl Harbor to shock us into activity, we must fight even harder. Every weapon must be utilized.

THE "PRINCIPAL" OF THE THING

W. F. BOLEN
Principal, High School
Dunellen, New Jersey

THE trick in learning to spell *principle* and *principal* is to recall that the adjective has the *a*. In the school business the principal is just an adjective, the principal teacher, to give the full title. And thereby hangs some philosophy.

True the principal is a supervisor and administrator—it is his job to create and maintain a situation where there can be and will be effective teaching. He winds up the machinery and keeps it oiled. He's a middle man, a liason officer, the give and make artist, a buffer sometimes among parents, teachers, pupils, and superintendent or board. But the lasting impact will be from his role as teacher; his personal relationship with the school's product, the pupils, will build his reputation.

When does he teach? Probably everytime he talks with a pupil or group. He can teach too with the bulletin and in writing the inevitable foreword and greeting. And however trite it's true that the spirit of fair play and consideration will be taught and caught when such a climate is typical in the office. Perhaps least helped in this learning process is the conservative, conforming average child because his contacts with the principal will be infrequent. But he may need the lessons least for much of his life he'll be staying out of difficulties.

What is taught? Sportsmanship, the way to take bumps, how to get along with people, what to do when everything seems to go wrong, the importance of a reputation, dependability, truthfulness — even when it hurts, respect for others and their ability, how to help the underdog, how to win and how to lose, taking and using authority, aiming high. The list is endless, the opportunities limitless, while the satisfaction of seeing some lessons take hold is an abundant reward.

The principal's classroom equipment is encouragement and sympathy, with no room for the gadgets of threat and fear. The feeding formula is the milk of kindness. Some pupils actually believe that a teacher has it in for them and wants them to fail. It's a new concept to learn from the principal that it is to the teacher's own interest to have the child succeed. The teacher and batter are happiest when they bring in the men on base.

A boy breaks a school rule on smoking. It's worth a try to let the boy give his ideas on what is right and wrong about it. Also frank discussion of a prevention and penalty is in order. If a suspension seems called for, it can be handled with real regret on part of both the boy and principal. If the lad is just sorry he got caught, the lesson is lost.

Mary opens purses in the locker room and tries to cover with a lie. The web she weaves for herself should yield not just police-type satisfaction in the unraveling but the straightest kind of character lesson. Do you want to be trusted? Do you want to start over? It is

essential that thievery be called by its right name. The mistake is condemned, the pupil must be salvaged.

We begrudge the time taken by troubles, petty and serious, but we can rationalize each into an opportunity. Every new situation, however unpleasant, is a contact for helpfulness. Each new problem is a chance to build experience. Every action strengthens or weakens the edifice. Let's welcome the chance to be architects.

Does the principal teach? If alert he can't miss. Ask a few alumni ten years after.

THE SCHOOL PAPER AND COMMUNITY NEWS

JOSEPH CARTER
Temple University
Philadelphia

THERE are some who hold that a high school newspaper should attempt to cover much community news outside its own institution. This presupposes almost unlimited budget, plenty of newsprint, a large and well-trained staff, several advisers, and much more publication time than is made available in the usual secondary school program.

This viewpoint seems to be based on the theory that the school newspaper should and could become a competitor of the local daily or weekly. Certainly it would be commendable if the high school in a small town could publish a cooperative community weekly or small daily which would accurately and fairly present the needs, aims, achievements, social affairs and spot news about residents of that area. Though the publication would not be as professional as one produced by qualified newspapermen backed by plenty of necessary capital, at least the student staff would gain many educational and social benefits by the experience!

However, a careful study of the high school press, coupled with practical experience, will show beyond all reasonable doubt, that many publications do well if they provide a nicely balanced coverage and treatment of regular school news sources. These sources include the administration, regular subject classes, co-curricular activities, clubs and teams, alumni and other individuals, feature and editorial copy related to the transition of the nation from war to peace. The job of building one world goes on in the halls of education just as truly as it does in the courts and legislative chambers and in the efforts of the United Nations at Lake Success and elsewhere.

Editors and school beat reporters of community newspapers should and do cooperate with high school journalists by exchanging news, features and pictorial copy of interest to their respective readers. There are occasions, though, when the school newspaper (essentially an educational laboratory for its student staff and a house organ of the school) should be encouraged to publish some news items and byline features concerning activities and events elsewhere in the community, providing they are directly connected with vital educational matters or are at least indirectly related to the needs, aims and accomplishments of the school. The paper would be remiss in its journalistic responsibilities if it did otherwise, and it would be overlooking some excellent copy!

Outside the four walls of the school, yet affecting teachers and students, administrators and taxpayers, are such news possibilities as the PTA, Red Cross, tuberculosis, polio and cancer drives, community chest, village playground, sports meets, municipal swimming pool, public library, camera contests, soap box derby, Campfire Girls, Boy and Girl Scouts, farm harvesting and relief gardens, 4-H club, community players, handcrafts shows, concerts, church events, county fair, clean-up day, teen-age clubs, and first aid classes. Readership surveys indicate this news is eagerly read by subscribers of the high school newspaper.

The writer has surveyed many contest winning newspapers of two national school press associations—the Columbia and National Scholastic—and has found that these leading journals, though they are not trying to scoop their professional "competitors," do send their reporters out to tap the productive community news sources outside their usual school runs. For example, note the following headlines from scattered school publications:

FOUR BOYS LEARN UPS AND DOWNS OF BUSINESS AS NOVELTY MANUFACTURERS
—The Courier, St. Louis, Mo.

OPERA COMPANY TO PRESENT 'THE BAT' AT CONCERT JAN. 17
—Hi-Tower Flashes, Manitowoc, Wis.

KING COUNTY WAR CHEST GOAL INCREASES
—Franklin Tolo, Seattle, Wash.

G. HENDREICKSON ASSUMES DUTIES AS THEATRE MANAGER
—Ah La Ha Sa, Albert Lea, Minn.

CHRISTMAS VACATION JOBS HELD BY MANY, ALL URGED TO HELP
—The Breeze, Santa Maria, Calif.

JEANETTE MACDONALD STRONGLY APPLAUDED AT RECENT CONCERT
—McGillian, Mobile, Ala.

COMMUNITY CONCERT ARTISTS ANNOUNCED
—Hi-Gusher, El Dorado, Ark.

GUILD NEEDS GIRLS FOR NEXT OPERA
—High Times, Miami, Fla.

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AN ORCHID FOR THE TEACHER

ANABELLE BERGFELD

ORCHIDS weren't on our budgets so the teacher who went around saying she hoped she'd get one before she died was just passing the time of day. When she was transferred to another building her class presented her with an orchid. Outside of that she means nothing to this story.

The class I had that year was a wild one. Privately I called them the S. S. Elite Guard. It was what is called locally "a combination grade." Half would graduate to the junior high school in February and the other half in June. A few days before the first graduation, one of the graduates-to-be asked me if *I'd* ever had an orchid. A great many things entered into my "No" besides the lie; with an orchid shining out so brightly for them I couldn't say *I'd had two.* That would have been too much. I was quite chagrinned to open a *tiny* box on the last day of February and see nesting at the very bottom of it the *tiniest* orchid in Christendom. Tiny as it was, it had taken a lot of pennies from the pockets of the twelve eleven year olds who were leaving us—a class who had wanted the experience of buying an orchid and tieing with its comrades of a year before.

The place was quiet the next day and the room seemed empty. The twenty-four remaining children looked at each other forlornly. "Isn't there something you want more than anything else in the world?" said one. "Isn't there something you'd like to have before you die?" I didn't need to look far to find the source of the phrase.

I replied without hesitation. "Yes, I'd like to write a book," I said. Faces dropped, but at sixth grade level a face can pick itself up without lifting.

It's still amazing to me how great a fire a little spark can kindle. "We were thinking of getting you something when we graduate," he sighed "but I guess—" and stopped.

I agreed. Someday I am going to stop judging the limitations of children,—but then the *Guard* was an exception. I should have been warned; hadn't I gone home feeling as if I'd been dragged along behind a couple of panzer divisions often enough to know their power?

A few days later, I gave one of those dry rewriting lessons we all have to give once in awhile. It happened to be an off day for the guard; they poked around a little and then pushed the papers away. A young storm trooper rose, "That thing. I could write a better one myself."

"Go ahead," came from the other side of the room. "Write her that book while you're about it."

"Why not?" I said.

There was a stir. "You're kiddin'."

"Could we try just a little story and imagine we were blown away?" asked one. That was the general content of the paragraph.

"The sky's the limit," I said. The pencils skipped along the paper, slowed, dragged,—halted. Someone asked if he could read his. As he read, the pencils began to skip again, for ideas are as flint and steel to each other. I had taken up the notion as a joke, but the *Guard* was serious. Every spare moment it could get, it worked on the book. The book began to be an excuse for inactivity. "I'm thinking about the book" could make me retract any gentle reminder to go to work.

One day a budding critic found a flaw in the whole thing. "We all get around to doing the same thing," he said. This led to a discussion and to definite assignments to various children, with volunteers offering to do something along the line of personal interests. A little Jewish girl with a talent for music and supervision began work on some music for *the book.* Four of her friends wrote the poetry and sang what she played to go with it until they were satisfied with their *compositions.* I recalled the orchid—and really thought I was getting the one I wanted, "before I died."

All of the stories had one character in common—"I". Finally it was decided to pool identities and give that ego a name. We experimented with initials and discovered we were long on 'J's', there being four Joans, three Jeans, one June, three Jameses, two Johns, one Jack and one Judith in our midst. It seemed "I" had to have a name starting with "J". Juggling other initials, we arrived at several names and voted on the one we liked best, "I" became Jerry Carter. Teacher was then asked to act as co-ordinator. Characters who had gotten in various stories had to disappear, English had to be smoothed out, and transitions made.

Books were turned inside out for construction and ours contained acknowledgements, dedication, table of contents, list of illustrations, index, glossary, foreword and story. If we'd gone no further, there was an education behind learning those parts and their meanings.

The illustrations took all the imagination the Guard could give them—and the pile grew so high I had to peek over. I was fretting about hurting someone's feelings in my selections, but again I reckoned without the Guard. One morning I came in to a desk that was

nearly empty. I rubbed my eyes and began to look around. "The door was open last night," explained a sprouting editor, "when I came back from my paper route, and I slipped up here and threw out all the pictures I thought might not be just right. I wanted to save you the trouble."

What was the story? Oh, a fairy tale revision of the war stories around us in which the final horror dissolved into candy. A canvass of names and a vote produced us a name, "Nothing But Candy."

At last it could be typed. I read the completed manuscripts to the Guard on the final day of school, noted squirms, and went after those sections later.

"How many times will you send it out?" asked one of the boys. "My dad says no book gets accepted before it goes to seven places. There's something magic in a seven."

"But it will cost a lot of postage," said another. That was a poser, but I promised to pay and they compromised on three times — Three was a magic number, too.

In the back of my brain I felt a buzz—"what if . . . ?" I decided we'd better decide what to do if the 'if' became a reality. The Guard voted to give the money to the Junior Red Cross to help the children in war torn countries. It wasn't unanimous, however. One thought I ought to be considered, as I'd worked the hardest, and the others dissenting said, "I'd like to have a copy and I don't know if I can get the money." I thought the lack of altruism justified. I agreed to ask for a number of copies with all the over and above to go to the Junior Red Cross. That was accepted with unanimity.

With such a dream behind us, wouldn't it be nice if my next paragraph would tell of a tea the Pluckit and Luckit Publishing Co., Ltd., Inc. had given for both *guard* and guardee? But alas, alack and well a day! For teacher herself was just about to be educated! As I turned away from buying Jerry a round trip ticket to a well known publishing house, a magazine for writers caught my eye. I sent good money after bad and made the purchase. Two things most attracted my attention. One was an article in which I found a paragraph on the use of the name "Jerry"; *it* was more than a cliche—really, permit me to use the only term applicable —it stinks! No one with a soldier from World War II in his home would dare buy or read a book with a Jerry in it for at least a generation, since all GI's and affiliates now associated Jerry with the enemy. And there was my poor guy all togged up in a row of U. S. postage stamps, a return trip ticket under his jacket, ambition to save the world's children in his heart, and an umpire calling strike three on him before he'd gotten properly cuddled down into the mail bag. The second fact was that fairy tales—modern ones at least—were unwelcome anywhere.

A month went by and my hopes went up. Just as they reached the zenith, the postman rang the bell and Jerry was home again—looking a little worn from his vacation, but home. I looked at him in distaste; all that for this! Then I opened the package. Oh, yes, it was a rejection slip, but what a rejection slip! I knew pretty well what one ought to look like—you see I've been collecting them for years. The note that accompanied Jerry said the editor had been fascinated by the tale and suggested I do an article on the preparation of the book. I looked down to see what was tickling my heels—Really I thought it was wings and I might have been Mercury, himself, for a time. I decided to give Jerry his second fling in the world. No, I didn't rename him; it would have meant doing over the whole thing —and then the name wasn't my property; that name belonged to the guard, and the guard had scattered, never to be reassembled again. Jerry he was and Jerry he had to stay.

A month went by and Jerry came back again; he carried another letter of recommendation, however—but still and all this one was a little less exciting; it said we had given an entirely new slant to an old plot—one which was always turning up on editors' desks—their calendar was full for a year and a half ahead for anything except religious books. Then there was something new for yours truly in private—our illustrations were useless to printers but could be turned over to artists as ideas. The ilustrations were in crayon and tempera and while teacher had learned they wouldn't do, she still doesn't know what will.

I sent Jerry off for the third time, fulfilling the promise I'd made the guard and doing something for my soul in the meantime; it would have been so easy to quit once the guard had ceased to be. This rejection was flat and stale and of the usual type. Jerry was battered and bruised and as I looked at him I thought, "He's probably not as good as he was." Then the stupidity of that thought swept over me! How could he be any less interesting than three months previously! I got him a new top coat and sent him to an agency. Now he's sitting, figuratively at least, on the lap of the gods!

And what of it? Well, he's a sort of knight in shining mail as far as I can see. He kept a bunch of trouble makers out of trouble at one of our most troublesome times; he gave me an experience few teachers can parallel, and he gave us all quite a slice out of the pie of education. If he overcomes his weaknesses and makes some cash to save tomorrow's citizens from despair, we'll all be better because of him. My fingers are crossed!

A SUMMER PLAY AND LEARN SCHOOL

W. JOE SCOTT
Principal, Bass Junior High School
Atlanta, Georgia

THE community council is one approach to the problem of effective community planning. It is this approach which was used by the community served by the Bass Junior High School in Atlanta, Ga.

The place to begin a community improvement program is where the needs of the community are clearly recognized. The core of the Bass Community Council's activities for the past six years has been a list of community needs agreed upon by a forum group that devoted nine months of study to the problem. Having pointed up the needs, the group converted itself into a community council in May, 1940, for the purpose of following through with a program of activity.

High on the forum's list of needs was improvement in public recreation. In 1940, the Department of Public Recreation in the City of Atlanta was struggling for survival after the withdrawal of federal funds which had established it as a W.P.A. project. The City Board of Education had no summer recreation program. In planning its attack on the problem, the Council conceived the idea of requesting the Board of Education and the Department of Public Recreation to operate jointly a summer program for the young people of the community. The director of the Department of Recreation had been a member of the forum group and has since been a valuable member of the Council. She, of course, was thoroughly in accord with the purpose and pledged the services of her department. The problem, then, was to secure the interest and support of the Board of Education in the proposed joint project.

The administrative staff of the city schools responded favorably to the appeal. At the next meeting of the Board of Education, the superintendent submitted proposal and a plan for carrying it out. The voting was unanimously favorable. Thus originated the Bass Music and Recreation School, which held its first session in July of 1940. It is now part of the Community program.

But the Bass Music and Recreation School is only a part of the total summer program sponsored by Community Council. Before presenting the details of this special project, it will be helpful to survey the complete summer layout designed by Council.

The membership of Community Council embraces all community-building organizations and institutions that function within the area. Seven school principals, seven PTA presidents, pastors or assistant pastors of fourteen churches, presidents of service clubs, directors of youth, welfare, and health agencies are represented.

In planning the total summer program, therefore, it was a simple matter to reach an agreement. Practically all the churches in the area hold annual vacation Bible Schools. It was decided that the month of June be given over to the churches. The Board of Education agreed to the idea of operating the Bass Music and Recreation School during the month of July. The youth agencies, such as Boy Scouts, Girl Scouts, Camp Fire, Y.W.C.A., Y.M.C.A., etc., consented to intensify their programs, especially camping, during August. The Department of Recreation pledged not only to cooperate with the school department in offering the Music and Recreation School, but to begin the operation of a year-round recreation program if and when building facilities were made available. This condition was met in 1944 when the Board of Education granted use of building space.

It is not enough to have a well integrated plan. There must be intensive promotion of it among the children, and especially among the parents. The key to the publicity phase is Community Council's bulletin, "The Community Plans". Its contents consist of articles prepared by each organization and institution that has a summer program for children. The nature of the respective programs is set forth in attractive detail. The art department of Bass Junior High School contributes drawings that stimulate the interest of children. Boys in the printing classes set the type and run the press to produce eight thousand copies—enough for every school child in the area. Non-school member organizations and institutions of Council also receive a limited supply for distribution. Teachers in the schools provide opportunity for children to become familiar with the contents of "The Community Plans" and advise them in making out individual schedules. The only editorial feature of the bulletin is one in which parents are urged to use the material for family discussion in planning the summer.

It will be helpful to remember the total framework of the summer program created by the Community Council, in order to see how the Bass Music and Recreation School fits into it. Even though it is a part of the offerings of the public school system and the pub-

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lic recreation agency, the program itself is designed by Council's special committee. After the committee decides upon the schedule of activities, it sends to the superintendent of schools and director of public recreation a requisition for personnel to staff the program. Except in the matter of the number of teachers requested, the superintendent has not placed any restriction upon the committee's plans.

As has already been stated, the Bass Music and Recreation School is scheduled for the month of July, one week for registration and three weeks for the program. Because several weeks have passed since the schools closed, some publicity and promotion work is necessary to focus the attention of the community upon the project. Efforts in this direction take the form of announcements in Sunday School and church services, trailers run by community theaters, and news stories and features in newspapers. Cooperation in this respect has been complete and effective.

Registration takes place in the office of Bass Junior High under the supervision of the school clerk. Forms are prepared in advance. Each child receives a copy of the schedule for his own age group—one for 10-11 year olds, another for those 12-and-up years old. The schedule provides three periods of one hour and ten minutes each and a list of activities for each period. To register, the child fills in the usual personal information blank, circles the activity in each period in which he wishes to enroll, and pays his fifty cents materials fee, the only cost to him. When a group reaches its maximum enrollment—twenty in most cases — the clerk closes registration for that activity. The program for the 1946 session included the following: band, orchestra, Glee Club, "fun" singing, art, handicraft, general shop, cooking, sewing, dramatics, photography, typewriting, tap dancing, social dancing, library reading, and indoor and outdoor games.

It was stated above that the children are divided into two age groups, 10-11 and 12-and-up. The younger group consists of children from the elementary schools. They are assigned to homerooms together and if possible to a member of the staff from the elementary schools. Children under ten years of age are not eligible to enroll because of the hazards of long distance transportation and because of lack of adaptability to the particular situation.

Not all teachers are suited for a program of this type. They are selected on the basis of their record as creative teachers. Their chief functions are to create an atmosphere of relaxation, to stir interest and imagination, to guide in group thinking and planning, to assist in securing materials, to give counsel

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only when it is needed, and to keep out of the way. They are paid six dollars for a four and one-half hour day, which includes a thirty-minute daily staff meeting at the close of the schedule for evaluation and planning.

One member of the staff is appointed to serve as director of the weekly assemblies. The purpose of these assemblies is to provide opportunity for each activity group to share its experience with all the children. Emphasis is upon group rather than individual activity. The function of the assembly director is to locate those activities that can be integrated into an interesting program and work out details of presenting it. All groups are used during the session on at least one program.

The director of the project is the principal of Bass Junior High School. His assistant is the regular clerk of the school, who is a person of extraordinary qualifications for the work—responsive to needs and interests of children, communicative, and gracious. Since the regular school nurse is employed only for the school term, one of the organization members of Community Council provides funds for her services during the summer program.

At the close of the session of the Bass Music and Recreation School the superintendent of schools requires a summary report on enrollment, finances and activities. This is published in pamphlet form, along with a similar report on the academic summer school operated in another high school building. A few of the activity summaries will follow, to give insight into the nature of the activities and techniques of procedure.

ART

"The children in the art groups were vitally interested throughout the session. We started the work with cotton-figure favors. Some of these animals and people were quite clever. Of all the work done, I believe the children enjoyed making masks with the paper strips best. Paper-strip animals were made by some, while others did water-color pictures, charcoal drawing, potato printing, and cut paper figures. One of the most interesting projects was the making of hats. These were displayed at the assembly."

BAND AND ORCHESTRA

"Emphasis has been placed on keys, proper phrasing, tone and breath control, and correct intonation. Attendance has been good and interest has remained at a high level. Most of my advanced group were students who had been playing an instrument one semester. Many of these should be ready for the "A" Band in September. During the second period, I gave instruction to beginners. On Mondays and Wednesday I had twenty students on reed instruments; on Tuesdays and Thursdays, ten students on brass instruments; on Friday, one boy on drums. The third period was devoted to strings."

SOCIAL AND TAP DANCING

"There were sixty-five children enrolled in the beginners' social and tap dancing groups. The fundamentals of proper dancing were taught. Social dancing classes were held three mornings each week and the tap dancing two. At the last assembly of the school, demonstration of social and tap dancing was given."

CRAFTS

"The children in the craft periods were allowed to choose the kind of work they liked best. Much interest was shown in working out individual designs. Some of the articles made were: painted hot-dish pads; hammer work on aluminum pie pans; bead designs on ribbon for the hair; watch bands, bracelets, and coat pins from gimp; raffia roll baskets, coasters, tea pot pads and napkin rings; pocketbooks and pot holders from stocking loops. The children entered into the program with so much interest that it was a pleasure to teach them."

PHOTOGRAPHY

"The children seemed to have a good time. We did contact printing, enlarging, and negative development. In addition to the actual photographic processes, almost all of the children built printing boxes. I have encouraged the box building program because it integrates photography with the shop department and provides the children with homemade boxes constructed for practically no cost, while boxes made commercially will cost anywhere from five to one hundred dollars."

SEWING

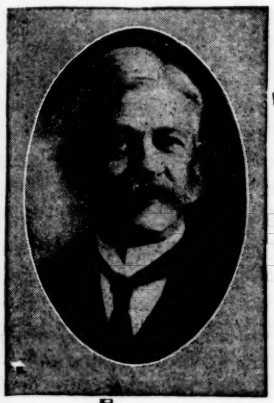
"In our sewing classes we had an enrollment of fifty-five girls between the ages of ten and sixteen. Two of the classes were beginners, with little or no experience in sewing and none in the use of machines. The third class was made up of girls with some experience. All classes made garments of cotton material suitable for play or school wear. They were free to choose the pattern and materials they wanted, as well as the type of garment. Most of the beginners made skirts; the advanced students, dresses. Some made blouses and play suits. I feel that the students, as a whole, have profited by their work as well as having had a pleasant time."

TYPING

"Our activity in typing was to learn the keyboard by the end of the first week. We were very successful in doing this. We also learned the different parts of the typewriter, and their uses."

CONCLUSION

Education for democracy need not take a summer vacation. This does not necessarily mean a twelve-month school term. But it does mean that the school has both the opportunity and the responsibility for leadership in helping the community organize itself for continuous and effective growth in democratic self-direction.



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I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS

Statistics Call for Common Sense

A part of the "must" professional preparation of every school administrator and supervisor is the study of statistics, and rightly so. In fact, our teacher training institutions without exception now tell us that a knowledge of research is a requisite part of the professional equipment of every teacher and that statistics is a necessary tool of research.

No well informed person will deny that educational research is of great importance in solving educational problems. It is well known that statistical treatment of research data is valuable in the solution of a research problem if the data represent a large number of cases.

A major fault of workers in research is that they draw wrong conclusions from data. No amount of ability in the procedure of statistical refinement of data can keep overzealous statisticians from drawing wrong conclusions unless they use common sense in interpreting data.

An authentic case outside the field of educational research will show what I mean by wrong conclusions. According to a recent Washington news item the Federal Housing Agency has completed a research problem, a survey of 173,000 low rent dwellings. The agency statisticians found that not the children but the housewives are responsible for damage to the interiors of those dwellings. The women are responsible for rusted stoves, wear and tear of stairs, floors, wall paper, paint, etc. to a greater extent than the children are. The agency statisticians are at a loss to understand why landlords prefer tenants without children. It is a wonder that these statisticians don't go one step further and conclude that the best type of tenants would be children without parents.

Other research statisticians of this type have proved that the American home is the most dangerous place in which a person can be. More accidents resulting in bodily injury take place in the home than in factories or on the highways. And, according to these statisticians, one of the most dan-

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gerous spots in this most dangerous place, the home, is the bathtub. These statisticians blandly ignore the fact that, although there are plenty of reliable data to prove it, people spend twice as much time in the home as outside; that more than one third of the population, the housewives and mothers, spend all but a small part of the day in the home; and that nearly everyone who has reached the age of discretion uses the bathtub and that many of those under the age of discretion also use it albeit under compulsion. In fairness to the bathtub statisticians, it must be said that there is no reliable evidence to substantiate the rumor that a conclusion of theirs that bathtubs should be removed from American homes was suppressed through the influence of the Bathtub Makers Association.

Educational research can be made an important part of the work of a school or a school system. Research should not be made to appear to be a difficult and mysterious thing to be undertaken only by experts. There are some research problems which are easy and can be solved by people who do not have the knowledge of statistics possessed by trained research experts. Only a small amount of study is necessary to enable one to understand the results of fairly complex research surveys. There are available the results of nationwide research studies in arithmetic. All teachers of arithmetic should know something about the findings of these studies. For instance, there are about a dozen common sources of errors in arithmetic. A teacher who is familiar with them, other things being equal, is a better teacher than one who is not because she, with a minimum of research, can easily locate and eliminate errors in her own classes. A fifth grade pupil who cannot get the right answer to problems in long division may not need more drill in long division; he may need drill on the multiplication facts.

Across The Office Desk

JAMES N. EMERY

Human Beings—Or Scholastik Foder?

BEFORE me on the office desk lies a group of test results. Maybe I haven't quite enough of the objective attitude in my consideration of those tabulated lists. That group of figures and scores doesn't sort itself out into a group of quartiles—nor am I concerned with the correlation or the standard deviation, and I am not going about any long-winded process of finding the median, nor any Sigma relations.

Those names on the lists represent human individuals—Patsy Gallagher of the red hair and freckles, with the map of Eire written all over his pugnacious face; blonde, stolid Mike Podienski; black-haired, fidgety Romeo Ogni; Angus MacTavish whose eyes roam from his book to some vague field in the world of outdoors; that little lame girl who has more or less successfully combated a disabling attack of infantile paralysis—and so on indefinitely.

I gave those tests for certain reasons—not as an excuse for figuring out a lot of percentiles, but because I wanted to find out certain things —whether that fourth grade, for example, had grasped the idea of long division with remainders yet; or whether they were some weeks behind where they should be; whether the Grecian and Roman part of the old world background of our country's history had made any impression on that rather slow sixth grade; whether the fifth graders had acquired a sufficient grasp of fractions yet.

Every one of those questions was asked for a *purpose*, and I want to know Patsy's reaction to my question why the mountains in the British Isles were old and worn-down: or whether Mary Brady was sure whether a toga was a vegetable, an outer garment, or something you drew pictures with. And incidentally I wanted to know whether that room that could add columns of figures so glibly, and multiply 57,345 by 1967, could do anything with a comparatively simple problem that involved a bit of independent thinking. Medians, modes, quartiles, standard deviations — they are interesting enough technically and professionally, but they weren't what I was concerned with as a principal and supervisor.

Possibly we have forgotten in the administration of our classrooms that we are educating children, not performing an experiment in educational psychology. The boys and girls put in our care are our customers, not guinea-pigs or Scholastik-Foder. They are human beings. not points on a chart or segments on a graph. Johnny's father and Mary's mother will tell you so, not perhaps as logically and coherently as I can in the pride of my professional training, but certainly as vividly and emphatically And some of the comments that Johnny's dad or Mary's mother may make will not be complimentary.

Medians, modes, coefficients of correlation, standards of deviation — probably I shall shock the learned Dr. Brasshat of the College of Integration if I demand of him what in the — hecktograph — they all amount to? The test itself, if it is any good at all, is the thing, not the form or the mechanics by which it is given, and its main purpose is to find out something that the administrator wants to know— and the next objective is to apply those findings to the individuals or the rooms concerned.

If I find out, for example, that when an arithmetic test is given to one hundred fourth graders, only twelve of the outfit succeed in passing it, then there is something wrong, either with the work

of the teachers in those rooms, or the youngsters themselves, especially when groups of previous years have passed that or similar tests with at least three-quarters of the class over the passing mark. I don't give a hoot whether Patsy Gallagher is in the first quartile or the last quartile of that group. I want to know why he is having trouble with long division, and what's wrong. And whether Helen Harris's difficulties with those questions that involve division of fractions are due to a lack of knowledge of the principle, or just plain carelessness.

Some of our master minds of education remain learnedly aloof from the human side of both pupil and teacher. They regard education as a series of laboratory experiments on human guinea-pigs, with the usual disposal of the subject of experimentation after the research is over. The taxpayer—the Parent-Teacher-Association member—the more or less crabbed individual who gets to his feet in town meeting and airs his views—don't think that way. An old country farmer once expressed himself to me in my younger days of school superintendency. "We're a small school out here at the Corners—we can't help it—much—if there ain't but six pupils in the deestrict—but them six kids mean a hell of a lot to us folks out here."

You can sit down and figure complicated mathematical formulas, and make yourself believe almost anything by them. But after all, the primary purpose of a teacher is to *teach*, or at least guide learning development, and not to spend too much time as a calculating machine. Patsy and Yvonne and George are definite personalities. You can't get away from that. The objective attitude is well enough to a degree—but you have to consider that there is a human side to all your supposed laboratory specimens.

A generation ago or so, education was considered in terms of the "five formal steps"—*preparation, presentation,* and so on. Not long after that the one and all-important word in educational circles was *apperception.* Its successor was *correlation.* For the last twenty years we have talked knowingly of intelligence quotients, norms and coefficients of brightness. We have been told that the main hope was in the socialized recitation. This was succeeded by *group work* and by *projects,* in more or less related *units.* May I be forgiven if in the everyday routine of settling teachers', parents' and pupils' difficulties, I have missed out on any of the latest slogans.

Some teachers understand these technical ideas only imperfectly; most laymen, including parents, except for the better informed, not at all. The technical names sound imposing, like the physician's comment on cardiac affection, when he means heart trouble, or the chemist's designation of common salt as sodium chloride. Most laymen take these as the proof that the one who uses them is well informed in his profession.

Granted that we have to employ a certain number of scientific terms in any profession, trade or business, for clarity, brevity and comprehensiveness. But too often in educational textbooks, monographs and pamphlets; too often in scholarly dissertations at state conventions and institutes where we sit and wriggle on the uncomfortable chairs, with a furtive eye on the clock, we come into contact with paragraphs that are incomprehensible to a layman, and not much better understood by the rank and file of teachers.

The Greeks had a word for it. So did the Anglo-Saxons, only in the latter case it was likely to be shorter, more expressive and more emphatic.

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are dignified and mouth-filling--but in most cases they mean just exactly the same as their briefer Anglo-Saxon equivalents. We give due respect to the study of *paleontology*, for example, which means nothing more nor less than the study of old bones; the *Neolithic* Age is simply the New Stone Age; and these examples might be multiplied indefinitely. Every word of classical derivation has its meaning—oftentimes, indeed generally, a comparatively simple one. But it is fatally easy to overdo their use—to make simple things sound hard—to cloak elementary processes in a high-sounding professional jargon which is impressive to the uninitiated.

Too often we have not really discovered anything new; we have simply coined a new name, an addition to our list of professional jargon, whose formal-sounding names impress the lay public.

From the Journal of the National Eucation Association (April, 1940) I quote the following comment:

"Superintendent Langworthy of Gloversville, New York, tells this one: About 1900 in the University of Iowa a teacher took a hen into the class, and while this was a good deal of an innovation, it was simply a hen. About 1910 this hen had become a 'problem.' About 1915 it had become a 'project.' About 1919 this hen was a 'unit of work.' About 1925 it was an 'activity.' In 1930 it had become the basis of 'an integrated program.' And lo! in 1936 this poor hen had become a 'frame of reference'."

Couldn't these conclusions be put into something like the common or garden variety of English, so that some of us who are in contact with other things than the rarefied university atmosphere can use them without straining out the lumps?

Our educational philosophy, of course, is changing—it would be static otherwise. From the light of one experiment upon another we have realized our mistakes more clearly. Our really great period of revelation will come when we realize that our hypotheses are sometimes wrong in themselves—scientific guesswork, based on certain assumptions which often led to the building up of a beautifully impressive structure that crashed the harder when its foundations were undermined.

So our present-day conception of the child's mind and what he needs most as training for future life may be, after all, a mistaken one. We may not be altogether on the right road yet. Some day we will be more honest with ourselves and with the public. We will drop our somewhat pompous professional jargon in favor of simpler and more understandable terms. We will build up a child's mentality for what lies ahead of him in life, rather than integrate him. We will take up together the things that naturally belong with one another, rather than correlate them. Every profession, law, the ministry, medicine, science, has its own technical jargon—and possibly we educators are the worst offenders of all.

Yes, I realize that a lot of this is educational heresy. To the learned professors of education in the instructional hierarchy of certain great universities, and the research students for doctorates who measure the results of tests given to a block of seventy-seven college freshmen in terms of standard deviations and modes and norms, the idea is wholly unorthodox and worthy of the utmost tortures of the Inquisition. But in the course of my thirty years of school supervision, I've come into more or less close contact with some twenty or thirty thousand boys and girls. You couldn't know all of those youngsters intimately, of course. But it's astonishing how far you can go in that direction—and they're something more than a certain number of figures in blocks or squares, to be aligned along a frequency curve.

Somehow I'd prefer to look on Mary Brady and Jack Jones as human beings and potential citizens—not altogether as Scholatik-Foder.

RADIO AS A SCHOOL ALLY

RUTH DOERR BRIERLEY
Radio Assistant, Public Schools
Philadelphia, Pennsylvania

IT IS the custom nowadays to talk of "trends"—in government, in entertainment, in clothes, etc. and a prolific source of conversation may always be found in radio, expressing all angles of approach from the FCC Blue Book to "The Hucksters"! But, seriously, it is a vital question, this "whither radio?" and one of the best answers is found in the awakening of the radio industry to the opportunities for public service in the field of educational radio.

We are not qualified to speak for the whole nation as to future possibilities along these lines, but we can—and indeed are eager to—quote chapter and verse with regard to the situation in our own city.

The Radio Committee of the Philadelphia Public Schools is proud to present 14 radio series each week which are heard in the classrooms of the majority of our schools. These programs cover an extraordinary range of material:

history and geography dramatized in an adventurous manner; music delightfully played to foster appreciation; news interpreted in an understandable way; stories and animal tales related in a fashion that charms young and old; civic responsibilities set to music with a humorous twist; controversial questions discussed in stimulating "town meetin'" style; scientific principles explained and experiments performed that will further research in this interesting field; and a sports topics plus "relief" exercises presented five days a week in an entertaining session with a real sports commentator.

From the brief program content here described you will readily see that radio tends to demolish the artificial subject matter barriers sometimes erected in the learning process. This, in turn, helps to make for integrated instruction which minimizes the possibility of a student's becoming "top-heavy" in one or more of the academic branches. So trend No. 1 may be said to be fostering a more coordinated type of education, such as is exemplified by the unit approach and core curriculum.

And now . . . in words of three syllables: STA TIS TICS: "Whither radio?" in listening: The first survey made by the Radio Office was in December, 1944 and showed a regular weekly audience of 100,000 listeners and a total maximum (regular plus occasional listeners) of 173,000. The figures also indicated that 73% of all the schools were using radio as an educational tool. Today, less than two years later, the figures have increased to present this picture: 126,000 pupils listen regularly, which boosts our total maximum audiences to almost 196,000 weekly, and, most significant of all, over 86% of the schools are now using radio! We are proud to attribute much of this gain to the radio industry's generous gifts of time, talent and facilities to say nothing of the many thousands of dollars it costs each station every year to print Teachers' Manuals in order to promote more effective utilization of their programs. The reward for this unstinting help has been vastly increased listening in the schools, which may be called Trend No. 2.

Possibly the most far-reaching of all the trends in educational redio is the growing awareness on the part of outside agencies that this instructional device really holds great promise for the future. Such community institutions as The Free Library of Philadelphia, The Franklin Institute, The Philadelphia Zoological Society, and The University Museum of the University of Pennsylvania either sponsor a series or are directly represented on Steering Committees of many of our programs. Others, such as The Academy of Natural Sciences, The Commercial Museum, and The Community Chest cooperate in a lesser degree by making suggestions and offering aid in publicizing certain broadcasts. This valuable interest on the part of agencies, which a generation ago would have considered education none of their business, is in a measure traceable to our broadcasts. They have testified that pupil attendance at their institutions has increased many times because the educational radio programs have brought their offerings to the students' attention. So they fall into a pattern, these trends: A more coordinated curriculum, increased listening and more extensive community cooperation.

An educational tool which points the way in any one of these progressive directions, is worthy of consideration. But this device—this educational radio—spearheads a three-fold advance.

Question: Whither radio?

Answer: Toward a better educational future for all!

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MORE ANECDOTES

DAVID T. ARMSTRONG

Erich Maria Remarque, author of *All Quiet on the Western Front* and the recent best seller *Arch of Triumph,* was being questioned as to whether his first book was derived from a diary kept during the period of World War I.

"No," said the author, "I kept no diary, I wrote my book 10 years after the war, in a country place that boasted a profusion of flowers."

"But did you write anything at all during the war while you were living through all the horror of it?"

"Yes," answered Remarque quietly, "I wrote poetry—about flowers."

▼

Thomas Moore, the famous Irish poet, came of humble stock and he was not in the least ashamed of the fact. At the height of his fame he was invited to become a member of a fashionable London club. One of the lords who had objected to his joining the organization approached him, "I understand, Mr. Moore, that your father was a village grocer. Is that true?"

"Indeed he was," replied Moore, "and a very honest one, too."

"How interesting," remarked his lordship, "and may I inquire why you didn't follow in his footsteps?"

"Because, sir," said the poet, "my talents are limited." Then roguishly, he added, "I have heard that your father was a gentleman. May I ask why you have not followed in his footsteps?"

▼

As he was walking along the bank of a river, Robert Burns once witnessed the rescue of a rich man who had fallen into the river. A poor man, at great personal risk, had brought the rich man ashore. For his pains he was rewarded with a threepenny piece.

The crowd which gathered was indignant and wanted to throw the rich man back, but Burns intervened.

"Surely," he said, "the gentleman knows best what his life is actually worth."

▼

The romance of Shaw and the actress Ellen Terry has contributed much to the field of anecdote and conjecture. When Miss Terry requested permission to publish some of the voluminous correspondence Shaw had addressed to her, he refused, saying, "I will not play the horse to your Lady Godiva."

▼

During a visit to a French cafe, Charles Dickens ordered a dish of hot shoulder of beef. Immediately one of those unwelcome guests who plague celebrities joined Dickens and asked the waiter to bring him some hot shoulder of beef also. The waiter returned shortly with an unappetizing dish which he set before the boor. "Sorry, sir," he apologized, "but all that we have left now is the cold shoulder." The uninvited guest left in a huff.

Thereupon the shrewd waiter explained to Dickens that giving a similar cold shoulder to unwelcome individuals was standard practice with that cafe to prevent hero worshippers from annoying distinguished guests. Dickens was then served his shoulder of beef hot—and immortalized the phrase "cold shoulder" for posterity.

John Drinkwater, the English playwright, was making a speaking tour through the Middle West. He happened to stay overnight at a small farmhouse. Recognizing this as one chance in a lifetime, the good lady of the kitchen busied herself all day preparing a sumptuous repast for her guest. She was more than ordinarily disappointed to learn that Mr. Drinkwater did not eat before giving a lecture as it might spoil his entire speech.

The farmer, her husband, attended the lecture and the wife remained at home to finish the chores. Drinkwater himself related the following conversation which he overheard as he was making his way to his bedroom. The wife was curious, "Well, how was he? Did he make a good speech?" The farmer's only comment was, "He could have et."

▼

Annoyed by the injury to one of his trees by the driver of a local bus, Rudyard Kipling (during the time of his residence in Brattleboro, Vermont) wrote a vigorous letter of complaint to the owner of the bus, who happened also to be the landlord of an inn. The landlord showed the letter to the men drinking at the bar and was immediately offered $5.00 for it. A second and stronger letter found a purchaser at a somewhat higher price.

When the angry Mr. Kipling came storming into the inn some time later, the landlord said, "Why didn't I answer your letters, sir? Because I was hoping you'd keep on sending them. They pay better than driving that bus."

KANSAS CITY INSERTS AN EIGHTH GRADE

NADINE MILLER
News Department, Public Schools
Kansas City, Missouri

THE 1946-47 school year sees the inauguration of an eighth grade in the Kansas City, Missouri, public schools, thus making a twelve year plan of schooling.

Since 1867, an eleven year plan of organization has been in operation in Kansas City. During that time many achievement tests were given and studies made. Results of this testing indicated that the students at the end of eleven years of schooling ranked as satisfactorily in the academic subjects as did the graduates of school systems with twelve years of work. High school graduates of Kansas City schools were among the top ranking students at universities and colleges and received a proportionate share of scholastic and activity honors.

In spite of this apparent scholastic success by students, school authorities came to believe the eleven year plan to be unsatisfactory and detrimental to the students' best interests. It was their belief there was too much rush and strain to permit adequate physical, emotional, and social adjustments. Boys and girls were finishing high school at 16 and were without the maturity desirable for college or university work or for industry. This gap of two or three years between the time of high school graduation and the securing of a job was not a wholesome situation for the student nor for society.

The school authorities, the patrons of the schools, and the citizenry in general were so united in their belief that Kansas City should go to a twelve year system that no campaign was necessary, and no informational material concerning the desirability of an eighth grade was issued.

In May, 1941, the Board of Education approved the recommendation of Dr. Herold C. Hunt, superintendent of schools, that the public schools of Kansas City go gradually to a twelve year plan of organization. This decision on the part of the Board of Education was welcomed by the public and preparations were begun for the installation of an eighth grade.

It was with the opening of school in September, 1942, then that the twelve year system was inaugurated. Prior to September curricula materials and offerings had been subjected to a careful scrutiny and there had been an evaluation of

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the adjustments that needed to be made. It had been determined that the pupils who entered the fourth grade in September of 1942 were to be the first group to do twelve years of school work before graduating from high school.

Between 1942 and 1946 when the first eighth grade went into operation, a Curriculum Design Committee composed of representatives of all department and subject fields, principals, and supervisors made an intensive study of grades seven, eight, nine. It was the desire of this committee to develop, in line with the publication, "Education for All American Youth," a new approach to education on these grade levels rather than following the fixed pattern of previous years.

In the planning, some of the basic principles that were generally accepted were: first, that "Life-preparation" was a paramount objective; second, that children of the 7th and 8th grade age can profit from a closer relationship with one teacher than is possible under a fully departmentalized school; third, that a gradual shift from a full day with one teacher as in the elementary school to one period with one teacher is desirable; and fourth, that learning in terms of practical situations involves information, skills, and study in several subject fields and therefore can take place more efficiently when no subject barriers are raised. It was also found that the so called "life-preparation" objectives fall naturally into two groups, those calling for a general education and those indicating special training for each individual.

With these principles in mind a program was designed whereby each eighth grade student has a two and one-half hour period in a common learnings class. The rest of the school day is given over to arithmetic and personal interest subjects. In the common learnings class the social studies are the principal care, with science and literature correlated. The language arts application is left largely to the teacher's sense of need. In addition to integrating the work in English, social studies and science, the common learnings teacher will stress guidance. This emphasis on guidance is made possible by the fact that a teacher of common learnings will contact but 60 to 70 pupils daily while a special subject matter teacher normally has from 150 to 175 pupils daily. The teachers of arithmetic, health and physical education, fine arts and practical arts are working closely with the common learnings teachers to provide a well-rounded integrated program for every student.

It is also hoped that by means of this two and one-half hour period in a common learnings class the transition from the elementary grades to high school will be made much easier.

At present the plans of the Curriculum Design Committee call for an extension of the Common Learnings Period into the ninth grade.

Other phases of the problem presented by the change from the seven to eight year plan include the development of teaching guides, the installation of a comprehensive in-service training program, the production of the necessary cumulative records and the form which these records will take, and the setting up of means whereby periodic evaluation of the new program can be made. Measures of eighth grade achievement have been scheduled for the end of the 1947 and also the 1948 school year. Present plans call for some standard test battery to be used.

There are approximately 4500 pupils enrolled in the eighth grade classes. Because of school housing conditions, the grouping of pupils in order to have sufficient numbers for classes, and the necessity of providing pupils for secondary schools during the period of transition, the eighth grade has been placed in the secondary schools.

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WHAT FUN! Girl workers in Cuban cigar factories hire professional "readers" to shout romantic novels to them for half-hour periods four times a day.

JANUARY birthday! Jacob Grimm of fairy tale fame (FAIRY TALES by the Brothers Grimm in THE WINSTON CLEAR-TYPE POPULAR CLASSICS—$1.00, list) was born on Jan. 4, 1785. Do you know Jacob was also a philologist and mythologist of international fame?

UP or down? Never! In elevators in the more stately hotels and buildings of old Boston, operators are trained to say they are ascending or descending.

OBJECTIVE report shows that the INTERMEDIATE READERS of EASY GROWTH IN READING are in accord with latest professional findings.

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The News Digest

OF EDUCATION IN ACTION

Princeton Recruits Amateur Professors

PRINCETON, N. J.—A novel solution to the prevalent shortage of teachers is being worked out at Princeton University, through a plan to provide "a stockpile of scholars." Whitney J. Oates, who originated the idea in 1945, designates the program as one of inviting well-qualified college graduates to try a year of academic work to discover whether this is the best field for them. So far, 38 young men, just out of the service, have cooperated in the plan, and the majority want to stay in teaching.

Known as the Woodrow Wilson Fellowships, the program involves selecting candidates on the basis of personality as well as intellect and giving the men opprotunity to pass a year doing the type of educational work in which they are most interested.

"We believe we have a method here," Dr. Harold W. Dodds, president of Princeton commented, "which, if applied on a nationwide scale, will aid substantially in solving the pressing problem of recruiting able scholars and teachers for the future."

St. Louis Clinic Gets Reading Gains

NEW YORK.—The Reading Clinic of the St. Louis school system, established in 1942, has resulted in marked improvement in the reading ability of retarded students. Of the 90,000 students, there is not one illiterate, according to a recent article in Colliers'.

Tests given in June, 1943, showed that more than half of a group of 4000 8th graders were retarded by a year or more. A corresponding group, after a year of the new instruction, showed only a third retarded.

The clinic gives hearing, sight and performance tests, and uses several machines, including the flashmeter, to measure word recognition speed, and the metronoscope, which prevents the eye from going back to reread a phrase. Regardless of age, students are given material to correspond to their own reading levels.

Providence Schools Stress Intercultural Understanding

PROVIDENCE, R. I.—Teachers here are working with those in 20 other communities on a two-year intergroup education project sponsored by the American Council on Education. School systems serving heterogeneous populations, with administrators and staff interested in working out individual programs to suit community needs were chosen for participation.

The Providence plan is based on the assumption that intercultural education is a matter of slow and steady growth. Work on the project begins in the kindergarten and continues through the senior high school, where problems of minority groups are studied.

In the elementary schools, classroom activities involving the study of the community and of democratic procedures prepare the way for junior high school consideration of such topics as "Man and His Environment" and the problems of democracy.

Subjects other than history offer opportunities for developing intergroup understanding in the high school. Racial characteristics and health problems of slum areas are discussed in biology. Science instructors stress the contributions of foreign born as well as American scientists. In the English classes, foreign literature units, attention to diverse cultures, and emphasis on critical reading of "slanted" material are included. Democracy not discrimination, is the aim of student government and of the job placement bureau.

Throughout elementary and junior and senior high school, assembly programs designed to develop appreciation of various groups are presented.

Teachers participating receive in-service training at periodic faculty meetings. Next month, they will consult with representatives from the American Council on Education.

Navy Gives Scholarships To Build Reserve

WASHINGTON, D. C.—On January 18, the Navy will select 5000 high school seniors who will be offered free college educations, plus $50 monthly, under the expanded officer training program.

On that date, competitive examinations will be held in 555 cities for candidates for the Naval Reserve Officers Training Corps and the Naval Aviation College Program.

Those selected for the NROTC program must agree to accept commissions as ensigns in the Navy, or second lieutenants in the Marine Corps, if qualified on graduation. After two years active duty, they may resign and return to civilian life with commissions in the organized reserve.

Those going into the aviation program may attend any accredited university, college or junior college. Successful candidates for NROTC must attend one of the 52 universities where NROTC units have been established.

High School Students Play Bank-Teller

TOPEKA, KANSAS. — Check photographing machines and other equipment at the Central National Bank and Trust Company were manned by students from the Topeka High School Office practice classes in an experiment that may be adopted by high schools throughout the state.

The banks equipment and methods were made available in the first in-bank experiment in Kansas, when students served as tellers, checkers, proofing

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Voters of Seven States Give Boost to School Aid

As a result of November's election, education received a boost in seven staates and a setback in one. Voters in California, alreadv one of the leaders in state aid to schools, established a $2400 minimum salary for teachers and fixed state support at the rate of $120 per year per pupil.

In Michigan, it is estimated that passage of the state sales tax amendment may net $90,000,000 for the schools this coming year. The amendment, championed by the Detroit Teachers Association, guarantees a set portion of the General Fund of the state and over 40% of the sales tax revenues for public education. According to the Michigan Education Association, the increased funds will be used to advance a school building program, which has been "almost at a standstill for 15 years," as well as for salary boosts, equipment and repairs.

Utah approved school finance amendments guaranteeing state support for an educational program of $3000 per classroom unit. Rural areas with low taxable wealth will benefit particularly.

Oklahoma amendments provide free textbooks, permit an increase in school district levies, and guarantee minimum support of $42 per child.

Oregon adopted by a narrow margin a basic school fund amendment which guarantees $50 of state funds for each child between the ages of 14 and 20. Alabama adopted an amendment removing constitutional limitations on the taxing powers of certain counties and cities. Gains were also made in Arkansas.

Nebraska, where state support received the only set back, decisively defeated school amendments which would have required the legislature to raise $40 per pupil from sources other than the real property tax. State aid there remains at a low level, and it is feared that rural school standards will drop as a result.

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experts and in all other departments under careful supervision. After they had completed a regular day's work, the girls trying to balance the books were for a time dismayed by an apparent $62 shortage. The error was soon discovered, however.

The pupils later heard explanations of what a bank does each day.

H. D. Shotwell, State Board of Vocational Education director of office practice, watched the experiment and termed it very satisfactory.

San Diego Schools Stir Melting Pot

SAN DIEGO, CALIFORNIA.—A five-point program for intercultural education in this city's schools was outlined in a recent Superintendent's Bulletin. Examination of pupil conduct in group relationships, reading about minority backgrounds, faculty analysis of various phases of inter-group training, evaluation of possible points of emphasis in all subject areas, and observance of holidays and occasions of intercultural significance were urged.

San Diego's teachers take part in the program in two ways. Through faculty meetings and committee reports, they gain information for future use. Later the steering committee has the teachers report back on activities that have proved paricularly successful.

Rural Teaching Goes into Reverse

MINNEAPOLIS, MINN.—Rural teacher standards are back on the level where they were 10 years ago because of the teacher shortage, Dr. Clifford P. Archer, associate professor of education and director of the bureau of recommendations at the University of Minnesota, believes.

Before the war, 40 to 50% of the teachers in ungraded schools had two years of training beyond high school. Now, Dr. Archer estimates, only 20 to 30% have two years of advanced training.

Two Brotherhood Weeks Announced for February

NEW YORK. — American Brotherhood Week, sponsored by the National Conference of Christians and Jews, will be observed for the 15th year during the week of February 16-23, 1947. Teachers are urged to cooperate in the campaign to eliminate group prejudice, because the prevalence of racial and religious prejudice shown by recent surveys constitutes a threat to national unity and foreign prestige. For discussion material, address American Brotherhood, National Conference of Christians and Jews, 381 Fourth Avenue, New York 16.

The Association for the Study of Negro Life and History announces that the theme for Negro History Week, which begins February 9th, will be "Democracy possible only through Brotherhood."

Pupils Strike Against "Army Discipline"

WHITING, INDIANA. — 270 pupils absented themselves from classes here recently in a brief protest strike against "Army-like discipline" in the school.

Principal E. L. Riordan said the walkout was caused by a misunderstanding. When he explained to the students that attendance rules posted on the bulletin boards by William A. White, attendance officer and former Army lieutenant, had been in effect for several years and were merely being put up to give notice of more rigid enforcement, the strikers filed meekly back to their classes.

Germans Get Jobs Teaching GI's

FRANKFURT, AM MAIN, GERMANY. —Because of the high rate of illiteracy in the American Army of Occupation, a number of foreign teachers have had to be hired in Berlin, Egbert Hunter, adviser to the military government's information and education branch, disclosed.

Since only one American officer is available for the Berlin educational program, Hunter said, seventeen German teachers have been hired to give illiterate G.I.'s a basic education.

It was also disclosed that of the Occupation Army eleven per cent have had only seven years of primary schooling, while 78 per cent have had some high-school education. Five per cent have had some degree of college education and 6 per cent gave no answer about their educational background.

Jersey Teachers Seek $2500 Minimum

ATLANTIC CITY, N. J.—A $2,500 minimum salary for New Jersey teachers and an immediate $500 pay rise for every teacher was recommended by the New Jersey Education Association at its ninety-second annual convention. at Atlantic City.

Through four resolutions the association recommended that the schools teach the structure, purposes and problems of the United Nations; indorsed United States participation in the United Nations Educational, Scientific and Cultural Organization and urged the United States to include more representatives from state and national educational associations on its U.N.E.S.C.O. advisory council; urged legislative bodies to channel building materials first for the housing of veterans seeking an education, and second for the construction of necessary school buildings, and urged New Jersey to expand its program for higher education and to provide adequate financial support for this program.

Sees Library Expansion As War Result

WASHINGTON, D. C. — Increased peacetime use of libraries is predicted by Carl H. Milam, executive secretary of the American Library Association, as a result of the excellent public library service enjoyed by millions of men in the Army. In a review of war time developments in his annual report, Mr. Milam estimates that the emergency reliance of industry, labor and government on libraries will also continue into peacetime.

As a result, the report states, appropriations for library service will rise, since plans for library improvement and extension will have the support of ex-service men and their organizations. He foresees a larger demand for books about foreign countries, and for help in learning foreign languages.

Montana Colleges Get Surplus Buildings

BUTTE, MONTANA.—Five Montana educational institutions will receive government owned surplus structures to accommodate increased enrollments, Major General Phillip B. Fleming, Federal Works Administrator, announced recently.

Montana State University at Missoula will get buildings for needed faculty offices. Northern Montana College at Havre will have facilities to double its veteran enrollments. Eastern Montana State Normal at Billings will receive a science building and increased classroom space. A veteran's center will be added at Dawson County Junior College, while Montana State College will have classrooms to accommodate 500 additional veterans.

Alert Veteran Students Prod Stodgy Professors

Exceeding pre-war records by 50%, 2,062,000 men and women are now crowding America's colleges to the bursting point. With individual institutions showing increases of from 10 to 500%, educators are finding that lack of space is not their only problem.

One college official viewed the influx of 1,073,000 ex-servicemen into the nation's classrooms as stimulating, if not always comfortable. "The performance of teachers is being challenged for the first time by their students," he said, citing the case of a Western Reserve student-veteran who told a professor his lecture was "the stupidest I've ever heard."

"Teachers have had to throw their old lecture notes out of the window," said M. B. Toler, mathematics department head at Fenn College. "We've had to acquire a whole new body of knowledge to keep apace of the widely traveled and experienced G.I."

English professors, despite an unprecedented pile-up of bluebooks, are finding their work more interesting. George Grauel, English teacher at John Carrol University, reports that he doesn't have to assign theme subjects. Veterans draw on their own experiences, writing about "Flying Over the Hump" or "The Black Market in France."

The ability of veteran students was noted in other courses, such as mathematics, where former air corps navigators are showing their teachers a few short cuts.

Despite the many problems arising from overcrowding, and the changed atmosphere of many a small college, some school officials are characterizing the present trend as "the best thing that ever happened in education."

A veteran summed up his side of the case by saying, "The G.I. hasn't time to listen to pointless words from some professor. He wants him to lay it out on the line."

The surplus buildings are being transferred under the Mead Act of the veteran's educational program.

Minneapolis Seniors Protest "No School"

ST. PAUL, MINNESOTA.—The teachers' strike in this city had a novel feature in the reaction of students unable to attend classes while their instructors were picketing for higher salaries and alteration of the city's 30-year-old charter to provide for adequate financing of the schools.

Not only did many students offer hot coffee and words of encouragement to the picketers, but a committee of 6 high school seniors asked that the city council obtain an early settlement of the strike. Speaking in behalf of all the high schools, the group charged that if the strike was prolonged, it would jeopardize their plans for college. Seniors would be unable to graduate this spring without the 36 weeks of school required by most colleges.

Student GI's Ask Better Facilities

LINCOLN, NEBRASKA. — Veterans organizations at the University of Nebraska have demanded a large cut of the state appropriations for schools.

Their resolution asserted that the student-veteran attending the university should not be expected to accept inferior training. Veterans want the best possible education, the statement added. It was suggested that the university requested money to expand the school's physical plant and to employ additional highly-qualified faculty members.

Camera Contest For High-Schoolers

ROCHESTER, N. Y. — The Second Annual National High School Photographic Awards Contest has just been announced by the Eastman Kodak Company.

Opening February 15, and closing May 15, this competition—approved by the Contest Committee of the National Association of Secondary School Principals—offers high school pupils interested in photography an opportunity to compete for prizes totaling $3,500 in cash to help further their education, plus national recognition for their work.

This year, pictures taken since the close of the 1946 competition, May 15, 1946, will be eligible for entry.

For further details, write to National High School Photographic Awards, 343 State St., Rochester 4.

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Group Will Evaluate Sponsored Films

WASHINGTON, D. C. — The Consumer Education Study of the National Association of Secondary-School principals is now undertaking a program in the field of audio-visual education.

The program is to discover and promote the best methods in producing and using audio-visual materials for learning. The interest of business is being enlisted together with that of educational and scientific organizations, especially because of the prospect for numerous sponsored films with potential educational value. Many will be appropriate for supplementary teaching for schools only if mutually satisfactory standards can be developed.

The project does not intend to produce any pictures itself, nor does it intend to make decisions on how films should be produced. It proposes to serve as a medium through which those who do put informative films in circulation and those who use the films may better decide what films should be made and how they should be produced and presented for greatest effectiveness.

The Audio-Visual Education Project will be under the direction of Orville Goldner, who has had many years of experience in the field of audio-visual instruction. During the war he was head of the Training Film and Motion Picture Branch of the United States Navy.

How It Works In New Mexico

ALBUQUERQUE, NEW MEXICO. — New Mexico will need 1200 more school teachers soon, and 253 of those now teaching are below the required professional training standard, a conference on teacher recruitment reported to the New Mexico Education Association here.

There are 49 existing vacancies; 159 more teachers are needed to reduce classes to normal size; and an enrollment increase of 500 for the next school year is anticipated.

Here, as elsewhere, the conference found, college students are preparing for fields other than education. Only 8% of present freshman classes as compared to 19% in 1941 plan to enter teaching.

Dr Freeman Named Middlebury Director

MIDDLEBURY, VT. — The appointment of Dr. Stephen A. Freeman to the newly created post of director of the Middlebury College summer language schools of French, German, Italian, Russian and Spanish, was announced by President Samuel S. Stratton. Dr. Freeman, vice-president of Middlebury, has been dean of the French school of Middlebury College and in charge of the French department for the past 22 years.

Dr. Freeman announced the appointment of Prof. Vincent Guilloton of Smith College as director of the Middlebury College French summer school. Prof. Guilloton will fill the position left vacant by Dr. Andre Morize of Harvard University, who retired at the end of the past summer session.

Prof. Claude Bourcier of the Middlebury French department since 1936 has accepted the deanship of the French summer school.

Connecticut Teachers Seek $2000 Minimum

HARTFORD.—The teachers of Connecticut will introduce legislation to set up an annual minimum salary of $2000 for certified, full-time teachers, Lyndon U. Pratt, executive secretary of the Connecticut State Teachers' Association, said recently.

The legislative committee of the association voted the action because 30 per cent of Connecticut's teachers earn less than $2000 a year, Pratt said. The committee urged local teacher groups to work toward establishing sound salary schedules taking into account both professional training and teaching experience.

"Test Case" Won Out of Court

SOMERVILLE, MASS.—During 1947, 550 Somerville teachers will get $500 raises. The School Committee voted recently to adopt a new budget, allotting $264,848 more for salaries than the 1946 budget and raising the local tax rate by about $2.60.

A disagreement in October over a state law prohibiting increases after the city budget has been submitted almost led to court action, the teachers seeking to make a test case of the mayor's refusal to grant necessary funds to the school committee. This month's larger pay checks mark a peaceable settlement of the issue.

Chicago System Still Under Fire

CHICAGO.—The recent move on the part of the Chicago Board of Education to make the superintendent of schools the board's chief executive officer is a step in the right direction, but only a step, Lowell Fisher, State chairman of the North Central Association of Colleges and Secondary Schools, believes. Disaccrediting of Chicago's schools by the Association has been hanging over the board's head since March, when the association urged that the board be made nonpolitical and that the Otis law be amended to bring this about. Disaccrediting would outlaw Chicago students from most colleges.

Commenting on the board's resolution recommending an amendment, Fisher said the board had not gone far enough. Every member, he said, should be selected from a nominating list submitted by the mayor's advisory committee, composed of members of approved civic organizations. Six of the present eleven members were chosen in this way, but the Association is witholding its approval until the remaining five are replaced.

NYU Inaugurates Course in School Building

NEW YORK.—A unique educational course, attended by both architects and school administrators, to determine the best method of constructing schools to meet school needs, yet remain within school budgets, has been established at the New York University School of Education.

The course bears the formal title "The School Plant and School Building Program." Actually, informality is the keynote. The students assemble once a week for two hours under the supervision of Dr. Walter D. Cocking, eminent educational administrator.

Commercial Teachers To Dine in Peace

BOSTON.—The Eastern Commercial Teachers Association will celebrate its 50th Anniversary at the 1947 Annual Convention at the Statler Hotel, here April 3, 4, and 5. The Executive Board

is planning a Golden Jubilee program centered around the theme "Attainable Standards for Business Education."

The unusual and distinctive feature will be a banquet without a banquet speaker. In place of a speaker a colorful pageant will depict the history and growth of E.C.T.A. over a period of 50 years. The pageant will be staged under the sponsorship of two board members, Mr. Rufus Stickney and Mr. Sanford L. Fisher.

Tells How to Make Teaching Attractive

NORWALK, CONN.—An eight-point program to attract young people to the teaching profession and to retain those already in the field was proposed by Miss Alice K. Cole, chairman of the professional committee of the Norwalk Teachers' Association.

Emphasizing that "to save our way of life, something must be done and done quickly in educational fields," Miss Cole, outlined the following proposals:

1. State legislation to establish a state-wide system of minimum salary and a substantial rise in pay for each year of service.

2. Tenure to give the teacher a feeling of permanence and a sense of security.

3. Pensions and in many cases a partial or complete revision of pension laws.

4. Election of non-partisan boards of education, whose interest is solely in education.

5. Direct contact between teachers' associations and the board of education wherein the superintendent of schools becomes the connecting link rather than an agency of separation between the teacher and the board.

6. Improved relationship between boards of education and their teachers. Many feel that there should be teacher representation on boards of education.

7. Selection by the board of education of a superintendent whose first interest is education, not the budget.

8. An enlightened rather than destructively critical public.

Recognizes Good Schools As Good Business

ANN ARBOR, MICH.—Closer cooperation among leaders of industry, labor and education was urged here at a recent conference of business executives, labor leaders, and educators.

Conant Warns Colleges Of Government Controls

BOSTON. — Dr. James B. Conant, president of Harvard, urged universities to accept "little or no secret research" under government sponsorship after formal termination of the war.

Dr. Conant declared that the war, bringing federal financing into both the research and academic aspects of university operation, presented educational institutions with "entirely new problems." He warned that solution of these problems "would determine the nature of universities in the future."

While lauding the wartime coordination between the government and American colleges, as "historically significant," the Harvard president indicated that colleges now must be watchful for excessive government intervention in their affairs.

He said that the same problem was posed by the present federally-financed veterans' education program.

"I believe strongly in scholarships," he stated, "as they open opportunity to all and prove the validity of our social system. However, when they are sponsored by the government, they contain great problems in social policy."

He warned that under such impetus it would be possible to train "too many people in too specialized ways and so, as in Germany after the last war, have chronic unemployment in the professions."

To guard against this, Dr. Conant recommended that future federal scholarships be limited to "a few specialized professions" under a highly selective system so that the nation may get the benefit of the "best" talents it has to offer.

He said he expected a continuation of the current high demand for higher learning as a result of the GI educational bill "because education is a very contagious business."

Citing the Chamber of Commerce survey, "Education—an Investment in People," Dr. John R. Miles, director of educational research, U. S. Chamber of Commerce, urged greater community support of the schools.

A more realistic curriculum, more attention to group planning, social compatibility and procedures, discussions of the principles of collective bargaining and of "the industrial facts of life" were proposed by other conference speakers.

Biggest University Has Four Million

MADISON, WIS.—The largest "university" in the world, known more formally as the United States Armed Forces Institute, learned recently that it had a student and alumni body of more than 4,250,000 and was acquiring new matriculates at the rate of more than 10,000 a month.

The "board of trustees," which actually is the War-Navy committee of USAFI, held a two-day meeting to review the present curriculum, consisting of thousands of organized class, self-teaching and correspondence courses.

Eleven civilian leaders in secondary and higher education, chosen by the armed forces to lend assistance in the conduct of the institute and the shaping of its policies, met with two representatives from the Army and two from the Navy.

Juvenile Cops Issue Summonses

BRAINTREE, MASS.—Bicyclists in the eight grammar schools here have to obey safety rules. If they don't, they may get a summons from a junior traffic cop. Each school has a student patrol to handle "traffic violations" and arrest offenders.

Under the direction of police patrolman John W. Illingworth, school safety director, a weekly court is held, with patrol captains acting as prosecuting officers. Offenders summoned before the court are reprimanded by "Judge" Illingworth.

Patrolman Illingworth has also inaugurated a series of PTA talks designed to explain to parents what is being done to protect children en route to and from school.

More Subject Matter, Less Pedagogy

RALEIGH, N. C.—In an effort to strengthen the basic education of teachers in North Carolina public schools, the State Board of Education here has

unanimously passed a resolution increasing the number of college credit hours in English and mathematics necessary for teacher certification.

The resolution raises the number of required hours in English from twenty-four to thirty, and in mathematics from fifteen to twenty-one. Partially to make up for the increase in those two subjects, the number of required credit hours in education courses has been reduced from twenty-one to eighteen.

Just Like Theirs, Say British Teachers

Many of the 75 British teachers who are instructing American children for the first time on an exchange basis are surprised to find the youngsters "just like ours." "The best thing about them," said one English miss," is their boundless self confidence."

The informal relationship between American students and teachers, cooperation between parents and faculty, lively textbooks, and the coeducational system of schooling all came in for a share of praise when teachers were interviewed recently.

Long sessions, too many high school electives and lack of close interdepartmental contact were criticized by some of the visiting teachers, but most of them said that they would be reluctant to leave when the year is up.

Keep Tabs on School Committee

EVERETT, MASS. — Parents of this city's school children are conducting a campaign to enroll 12,000 of the municipality's citizens into an association to improve the school system.

Starting as an emergency measure last March when parents "struck" to protest the replacement of a local principal, the organization has continued as a fact-finding and action-taking civic group, calling itself the Parents Progressive Association.

It has representation at school committee meetings and solicits and studies suggesions for raising the value of the schools.

Red Schoolhouses Housing Veterans

WASHINGTON, N. H.—With barns, barracks, Quonset huts and trailer camps serving as veterans' dormitories on many a campus, it is not surprising to learn that little old district school houses are fast being taken over by ex-servicemen.

To date, district schools in East Washington, Hillsboro, and Henniker have been adapted to make dwellings for veterans and their families.

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Grins Between Grinds

A POSER

Farmer Brown was awakened one night by a strange moaning outside his bedroom window. After he had listened to it for some time, he got up and looked out to see what was causing the weird sound.

By this time, Mrs. Brown was awake too. Sitting up in bed, she called to her husband: "What is it, Lem?"

He replied in a hoarse whisper: "It looks like a ghost."

"Oh, really?" asked she, "Anybody we knew?"

NOT QUITE ALONE

A mother was enrolling her 6-year-old son in kindergarten. The teacher, following the usual formula, brought out her records and began to ask questions:

"Does the boy have any older brothers?"

"No."

"Younger brothers?"

"No."

"Younger sisters?"

"No."

At this point the lad, who had grown increasingly unhappy and self-conscious put in a wistful word, "But," he said defensively, "I've got friends."

CHEAP TALK

"Your political antagonist is calling you every name he can think of," said the agitated friend.

"Don't interrupt him," answered Senator Sorghum. "It is better to have a man searching the dictionary for epithets than going after your record for facts."

WHERE ELSE?

Joe worked in a shipping room, where he mixed the labels and did so many things wrong that he was fired.

Next day he was back at the plant asking for a job. The employment manager said: "You were discharged from here only yesterday. Why do you come here to look for a job?"

The applicant: "Well, this is where I lost it, isn't it?"

POETRY CONFLICTS WITH GRAMMAR

Jimmy, age seven, came in one morning and asked his mother whether one should say "It is me" or "It is I." His mother arose to the occasion by telling him to remember the line, " 'It is I' said the spider to the fly.' " Jimmy seemed to be still puzzled and soon returned to ask, "But mother, would the spider say 'It is me' to the flea?"

NOT THE SAME

"I beg your pardon, but what is your name?" the hotel clerk asked.

"Name!" echoed the indignant guest, who had just signed the register with a great flourish. "Don't you see my signature there on the register?"

"I do," answered the clerk. "That's what aroused my curiosity."

LITTLE ANGELS

Father: "What does *monere* mean?"

Son: "To warn."

Father: "Can you think of any English word that comes from that?"

Son: Sure! *Monitor,* the fellow that warns the kids when teacher's coming."

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